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PERCEPTIONS OF THE APPRAISAL SYSTEM FOR TEACHERS HELD BY
HEADS OF DEPARTMENTS AT SELECTED PRIMARY SCHOOLS IN THE EAST
LONDON REGION, EASTERN CAPE PROVINCE

by

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ABSTRACT

This dissertation of a limited scope focuses on the Heads of Departments' perceptions of the *Integrated Quality Management System* for teachers at selected quintile 5 Primary Schools in the East London Region of the Eastern Cape Province. It reveals the positive and negative aspects of the staff appraisal system, its implementation and purpose, as well as views on its improvement.

By means of a qualitative case study and the *Cognitive Evaluation Theory* as theoretical framework, the researcher has determined that the *Performance Measurement* component of the appraisal system has a detrimental effect on the intrinsic motivation of teachers and that it should be separated from the *Developmental Appraisal*.

Individual interviews with the Heads of Departments revealed the need for revising the assessment rubric in order for *Performance Measurement* to be conducted effectively.

Key terms:

Integrated Quality Management System, Cognitive Evaluation Theory, Internal Motivation, External Motivation, Developmental Appraisal, Performance Measurement, Head of Department, Developmental Support Group, Staff Development Team, Self-determination Theory.

DECLARATION

STUDENT NUMBER: 43570925

I declare that *Perceptions of the appraisal system for teachers held by Heads of Departments at selected Primary Schools in the East London Region, Eastern Cape*, is my own work and that all sources that I have used, or quoted, have been indicated and acknowledged by means of complete references.

Signature:  _____

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LIST OF ABBREVIATIONS

CAPS	Curriculum Assessment Policy Statement
CET	Cognitive Evaluation Theory
CPTD	Continuous Professional Teacher Development
DA	Developmental Appraisal
DBE	Department of Basic Education
DoE	Department of Education
DSG	Developmental Support Group
ELRC	Education Labour Relations Council
HOD	Head of Department
INSET	In-service training
IQMS	Integrated Quality Management System
PGP	Personal Growth Plan
PLOC	Perceived locus of causality
PM	Performance Management
SDT	Staff Development Team
SDT	Self-determination Theory
SMT	School Management Team
SIP	School Improvement Plan
WSE	Whole School Evaluation

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CHAPTER 1

INTRODUCTION, BACKGROUND AND RATIONALE OF STUDY

1.1 INTRODUCTION

Staff appraisal is a system that is used in organisations worldwide, including those in the field of education (Steyn & Van Niekerk 2007:249). Staff appraisal is a continual, organised process between appraisers and appraisees and, if implemented correctly, can be used to identify teachers' strengths and weaknesses, increase communication and understanding between staff members, and improve the performance of the institution as a whole (Steyn & Van Niekerk 2007:72-73). The current staff appraisal system used in South Africa, namely the *Integrated Quality Management System* (IQMS), focuses on *Developmental Appraisal* and *Performance Measurement* of teachers and the evaluation of the school as a whole (ERLC 2003:1). Many researchers have studied staff appraisal systems. Piggot-Irvine (2003:1) studied appraisal in New Zealand, Collins (2004:44) researched it in Turkey, while Odhiambo (2005:402), scrutinised this phenomenon in Kenya. Research in South Africa has also investigated teachers' perceptions of IQMS, including Mahlaela's (2011:1) dissertation on the effects of IQMS on teachers' professional development and Biputh's (2008:1) research which investigated teachers' perceptions of the IQMS in the KwaZulu-Natal region. However, research regarding IQMS in the Eastern Cape region is limited. Research based on Heads of Departments' experiences is even rarer. Blaauw (2000:4), one of the few South African researchers who studied the appraisal topic from the management perspective, looked at how principals' perceptions of their management role changed with the introduction of a new appraisal system. The research participants for these studies comprised teachers and principals, whereas the research participants of this dissertation of a limited scope involve the Heads of Departments from particular schools.

1.2 BACKGROUND INFORMATION

The purpose of staff appraisal in the South African context is threefold. Not only is it designed as a developmental tool aimed at establishing teachers' strengths and improving upon weaknesses (Van Deventer & Kruger 2003:112), it is also used to measure teacher

performance, and the performance of the school as a whole (Steyn & Van Niekerk 2007:251). IQMS is an element of performance management whereby data is collected by means of observations, interviews and portfolios, after which the teacher's development and performance is evaluated using the data according to set criteria, which, in turn, is used to determine the improvement plan for the whole school (Steyn & Van Niekerk 2007:249-255). This combined appraisal system was put into place by the Department of Education in 2003, but only practised from 2005 (ELRC 2003: 1).

According to the IQMS training manual (ELRC 2003:1), the first programme developed for teacher appraisal was *Developmental Appraisal* (DA). DA was originally a separate form of appraisal that was implemented on 28 July 1998. DA was later combined with two other appraisal systems in 2003 to create the current IQMS used to evaluate teachers (ELRC 2003:1). DA uses a rubric with set criteria to assess teachers' strengths and weaknesses in order to develop a plan for improvement (ELRC 2003:1).

The purpose of the second programme, *Performance Measurement* (PM), implemented, for the first time, on 10 April 2003, was to reward teachers for commendable work through salary or grade progression, using the same set criteria used in DA (ELRC 2003:1). Teachers were allocated points depending on their level of performance during the year. Post level one teachers needed to obtain 56 or more points to achieve a salary progression and 78 or higher for a grade progression. Similarly, post level two teachers needed 84 for a salary progression and 118 for a grade progression. Finally, post level three and four teachers needed to receive 104 points for a salary progression and 146 points for a grade progression (ELRC 2003:20).

The third programme, *Whole School Evaluation*, implemented, for the first time, on 26 July 2001, assessed the quality of instruction, learning and general effectiveness of the school (ELRC 2003:1). The purpose of this whole school evaluation was to expose issues that may hamper improvement; to gain accurate data regarding teacher performance; to improve communication and therefore make staff and managers more accepting of one another; and to motivate teachers (Steyn & Van Niekerk 2007:251). This motivation would, in turn, lead to classroom conditions that nurtured learners' performance and development (Coetzee & Jansen 2007:110).

The *Education Labour Relations Council* (ELRC) developed a training manual for teachers to assist with the implementation process of IQMS. This manual contains the guidelines that need to be followed in order to make staff appraisal successful. It explains which role players are involved in the various processes and how each of the processes has to be implemented (ERLC 2003:1-6).

According to the training manual (ERLC 2003:6), once teachers have been trained in the IQMS by the Senior Management and Staff Development Teams, they need to do a self-evaluation using the 'instrument' provided in the training manual. The formal appraisal process can only start once the self-evaluation has taken place. The 'instrument' is a rubric with twelve different performance standards; the first four standards are based on classroom observation and are not only used for self-assessment, but also for assessment by the teacher's *Development Support Group* (DSG). The DSG consists of one delegated senior staff member and one peer teacher of the appraisee's choice. The DSG has the responsibility of supporting the teacher in his/her development by completing the baseline and summative assessment.

Firstly, each teacher that is being appraised needs to have a pre-evaluation discussion with the SMT member who has been allocated the appraisal task. This discussion provides teachers with the time to clarify issues regarding the IQMS process. A date and time for the classroom observation and post-discussion will be agreed upon and the self-evaluation will be discussed (ERLC 2003:7).

Secondly, the classroom observation needs to take place. The appraiser must use the 'instrument' to assess the first four performance standards: creating a positive learning environment; knowledge of curriculum and learning programmes; lesson planning, preparation and presentation; and learner assessment and achievement (ERLC 2003:29-32). The appraiser must assess each performance standard according to a rating from one to four, one being unacceptable and four being outstanding (ERLC 2003:18). The appraiser must fill out a lesson observation data sheet that records the date of the lesson observation and signatures of both appraiser and appraisee (ERLC 2003:22).

Lastly, the DSG must have a post-discussion with the appraisee to discuss not only the classroom observation, but the teacher's progress in general. This feedback session is used to

debate any differences in the scores regarding the teacher's self-assessment and that of the appraiser. It can also be used to discuss ways in which the teacher can improve upon weaknesses (ERLC 2003:8-9). According to Steyn and Van Niekerk (2007:256), the feedback session should begin with an introduction, during which the purpose of the appraisal and roles of the appraisee and appraiser are discussed. The primary focus of the discussion should be based on the notes taken during the lesson observation as well as strategy planning aimed at improvement. Strategy planning should include dates and times for a follow-up session and recommended methods for improvement.

It is imperative that the appraiser maintains confidentiality regarding the information received during the appraisal process (Piggot-Irvine 2005:173), since disclosing confidential information will lead to a loss of respect and trust for the appraiser. The appraiser must, however, be transparent with regards to the criteria of the appraisal process and also inform the appraisee that information will not be altered in any way (Piggot-Irvine 2005:173).

1.3 RATIONALE FOR THE STUDY

The appraisal system often surfaces in staff conversations and perceptions seem to be of a negative nature. A system of this sort has several positive aspects on paper, and it is therefore intriguing as to why many teachers and managers alike find the system arduous.

According to a study by Nkambule (2010:52), Heads of Departments find the appraisal role demanding as they are part of many DSGs and therefore appraise many teachers. This leaves them with less time for teaching and administrative tasks. The participants of the above study felt that the IQMS was likely to support and improve teachers' performance if evaluators were trained in the evaluation process.

This dissertation of a limited scope is an attempt to delve into the minds of Heads of Departments to find out why they find the task of implementing the current staff appraisal system difficult and if all Heads of Departments are of the same mind. The findings from empirical research on South African Heads of Departments' perceptions of the appraisal system could lead to valuable contributions to the staff appraisal system and may highlight new appraisal methods that could possibly be implemented in schools. This study explores

the perceptions of selected primary school Heads of Departments regarding the current staff appraisal system.

1.4 PROBLEM FORMULATION

In light of the aforementioned points, the main research question of this study is:

How do South African Heads of Departments, at selected primary schools in the East London region, perceive the current staff appraisal system?

In order to determine the current perceptions of the IQMS in South Africa and specifically the Amatole District of the East London region, in the Eastern Cape Province, the following sub-questions need to be answered:

- 1) What are the positive and negative aspects of the current staff appraisal system?
- 2) How is IQMS implemented by Heads of Departments in the chosen schools?
- 3) According to the perceptions of the Head of Departments, does the *Integrated Quality Management System* achieve its purpose?
- 4) How could the current staff appraisal system be improved?

1.5. THE AIM AND OBJECTIVES OF THE STUDY

Considering the problem formulation, the overall aim of this study is to explore the perceptions of selected primary school Heads of Departments of the IQMS in the Amatole district. The objectives are as follows:

- 1) To determine the positive and negative aspects of the current staff appraisal system.
- 2) To determine how the IQMS is implemented by Heads of Departments in the chosen schools.
- 3) To determine if the IQMS is achieving its purpose.
- 4) To determine if the current staff appraisal system could be improved.

1.6. THEORETICAL FRAMEWORK UNDERPINNING THE STUDY

The theoretical framework that underpins this study is the *Cognitive Evaluation Theory*. A brief description of this theory is outlined below and a more detailed discussion is provided in Chapter 2.

1.6.1 COGNITIVE EVALUATION THEORY

According to the *Cognitive Evaluation Theory* (Woolfolk 2007:378), perceptions of events regulate motivation. All dealings in life can either be construed as being of a controlling or informational nature. If too much control is exercised, self-determination and competence will be affected negatively, leading to minimized self-motivation. However, if information is used to increase the sense of competence, self-motivation is increased.

When applying this theory to teacher evaluation, it is evident that the way managers implement the IQMS in their schools can have a resounding impact on staff motivation and their feelings towards the appraisal system. If controlling statements and manners are used during the appraisal process, teachers will feel undermined, unmotivated and become negative towards appraisal. If, however, the process is used to provide teachers with information that improves their strengths and provides support for challenging areas, they will feel motivated and develop a positive affinity towards appraisal.

Another important motivational factor is that the goals for improvement need to be set by the teacher being appraised and not by the appraiser. People perform better when they are committed to a reasonable goal that they have chosen (Woolfolk 2007:383). The feedback session - otherwise known as the post-discussion - during the appraisal process is therefore very important, as it provides an opportunity for both appraisee and appraiser to talk about the teacher's performance and future goals. If this part of appraisal is not completed, perhaps due to time constraints, the teacher may not be committed to the decided upon goals and professional development could therefore be compromised. Considering the given reasons for appraisal, neglecting a post-discussion would undermine the function of appraisal, and deem it pointless.

1.7 RESEARCH DESIGN AND METHODOLOGICAL ISSUES

The research is that of a qualitative nature as data was collected through the use of face-to-face, semi-structured, individual interviews (McMillan & Schumacher 2006:315) in order to describe and analyse the participants' perceptions of IQMS. A case study design, which can be described as a qualitative research method with the objective of describing a small number of cases in-depth (Mouton 2001: 149), was used to conduct the research because the researcher was only focusing on one phenomenon, the appraisal system for teachers, in-depth (McMillan & Schumacher 2006:316) to collect information from information-rich participants on the appraisal system for teachers. Case studies are typically applied to organisations, such as schools, and the research questions of case studies are exploratory and descriptive (Mouton 2001:149). During case study research the researcher used semi-structured interviews and documentary sources to collect data (Mouton 2001:150) to ensure that information pertaining to relevant aspects concerning the appraisal system for teachers was collected.

1.7.1 SAMPLE

Three public schools in the East London region were contacted and encouraged to take part in the research. The three schools are government schools which are required to use the IQMS and which had a similar number of teachers. This, in turn, affected the number of appraisals each HOD had to complete during the year. The ratio of HODs to appraisals needed to be similar in order to make the research credible (see section 5.1).

A total of three participants, one participant from each school, was chosen for face-to-face, individual interviews, based on the topic of the research and the complementary case study design (McMillan & Schumacher 2006:322). As indicated, a purposeful sampling strategy of reputational case was deemed necessary to employ (McMillan & Schumacher 2006:320). Principals of the chosen schools were approached and asked to recommend participants for the research. Participant requirements necessitated the selection of Heads of Departments in appraisal positions, since the researcher was questioning the perceptions of Heads of Departments of the appraisal system for teachers.

1.7.2 DATA COLLECTION

Data was first collected through the use of a literature study. A literature study provides the researcher with a wealth of knowledge and understanding on the research topic (Mouton 2001:179). This research informed the researcher how the IQMS process should be taking place in schools in order to compare the written documentation to the actual implementation of the appraisal system for teachers. It also provided the researcher with the purpose of IQMS according to the Department of Education, so that a comparison with the Heads of Departments' perceptions of the purpose of the IQMS could be made.

Empirical data was collected using semi-structured, individual interviews. The interviews consisted of open-ended questions to make the interview more of a discussion than a generally one-sided conversation (Seidman 1991:3). The questions that were asked were specifically designed to obtain information regarding each Head of Department's experience, opinions, feelings and knowledge of staff appraisal (McMillan & Schumacher 2006:353). Interviews took place at each of the three selected schools, during a time agreed upon by both researcher and participant. Each interview took approximately forty minutes to complete.

1.7.3 DATA ANALYSIS

Once the research process had started, an inductive process was used to identify categories and patterns in the data (McMillan & Schumacher 2006:364). A template analysis style was applied to the data as this provided for the frequent revision of data categories (McMillan & Schumacher 2006:365). Data categories were initially organised according to the research aims; however, sub-categories were added once they emerged.

After each interview had taken place, it was transcribed and codes were established. These codes were then grouped into categories. According to Woolfolk (2007:370), categories contain codes with related topics. The other two interviews were used to confirm or refute categories. Once categories had been identified for all three interviews, the relationships and connections between each category were explored. Finally, themes were determined (Simons 2009:136). These themes were compared with the themes found in the literature. The researcher listened to the tape-recordings again to make sure no information was missed or misinterpreted and data was re-examined to make sure there were no errors. Once the data

had been analysed the researcher developed conclusions and recommendations relayed in the final chapter of this dissertation of a limited scope.

1.7.4 TRUSTWORTHINESS

In qualitative research trustworthiness has become an overall theme which covers validity and reliability. These terms are most often used in quantitative research to show that research is conducted in a scientifically accountable manner. Validity, in qualitative research, refers to the extent to which meanings attached to the data by the researcher and participants are congruent (McMillan & Schumacher 2006:324). In order to enhance validity in this specific study, low-inference descriptors and participant reviews were used.

Low-inference descriptors refer to the recording of descriptions during the interview. The use of a tape recorder made sure that all answers were recorded and participant reviews provided the participants with the opportunity to check the transcript for accuracy (McMillan & Schumacher 2006:324).

Triangulation is the process of using a minimum of two different methods of sourcing information to authenticate the data being collected and increases the validity of the study (Yin 2011:81). The researcher used the tape-recorded interviews and the literature review to triangulate the data.

Reliability is traditionally viewed as the degree to which research findings can be reproduced (Merriam 2009:220). In qualitative research there are many subjective participant versions of experiences and perceptions and therefore repeating research with new participants in the same manner cannot be linked to the production of the same final results. Reliability is therefore not about repeatability in qualitative research, but rather whether the methodology was applied correctly and consistently (Merriam 2009:221). The researcher took care to be objective during the interview process and the analysis of interviews. The interviews were also conducted in a uniform manner.

1.8 MATTERS PERTAINING TO ETHICS

Since qualitative research can be intrusive, it is important to follow certain ethical principles during the research process (McMillan & Schumacher 2006:334). The central ethical considerations that were used to undertake this study included: ethics clearance obtained from the Department of Education and the University of South Africa to conduct the research, informed consent, confidentiality and anonymity (see section 4.5.4).

1.8.1 PERMISSION TO CONDUCT RESEARCH AT AN INSTITUTION

The researcher e-mailed all of the principals from the selected schools in the East London district explaining the research and asking if any of their Heads of Departments would like to take part in the research (see Appendix A). It was ethically necessary for the principal to grant permission for the research to take place at the selected school.

1.8.2 INFORMED CONSENT

Once participants for face-to-face interviews were chosen, the researcher obtained permission for the interviews through the use of e-mail. In the e-mail the researcher explained the purpose of the research, and sought each participant's permission to be interviewed and tape-recorded (see Appendix C). Participants were informed as to why they were chosen, and they were informed about confidentiality and anonymity (McMillan & Schumacher 2006:334).

1.8.3 CONFIDENTIALITY AND AUTONOMY

As suggested by McMillan and Schumacher (2006:334), code names for participants were used in order to protect their identities from other staff members and from the readers of the research. The locations and specific features of schools were disguised in order prevent the reader from identifying the location where the research took place.

1.8.4 ETHICS CLEARANCE

Before conducting the study, permission was requested from the Eastern Cape DoE (see Appendix B). Furthermore, the researcher completed an ethical clearance form that was approved by the University of South Africa and gained permission to conduct this research by the University of South Africa's College of Education Ethics Committee (see Appendix E).

1.9 CHAPTER DIVISION

An outline of chapters 1 through to 6 will be provided on the next page.

CHAPTER 1

This chapter introduces the topic of staff appraisal and contextualises the study. It outlines the rationale for the study, the problem statement, the aim and objectives of the study and the theoretical framework. It also outlines the research design and methodology, trustworthiness and measures taken to ensure that research was accountable from an ethics perspective.

CHAPTER 2

Chapter 2 discusses the theoretical framework of the study, namely *Cognitive Evaluation Theory* (CET) and how the leadership style used by the Heads of Departments relates to CET.

CHAPTER 3

Chapter 3, a literature study, explores the history of appraisal in South Africa and the current staff appraisal process. It discusses the purpose of appraisal and the positive and negative aspects of the current appraisal system according to recent literature.

CHAPTER 4

Chapter 4 discusses the research design and methodology, taking an in-depth look at data collection techniques and ethical considerations.

CHAPTER 5

This chapter discusses the findings of the data in terms of a data analysis and the interpretation of the data.

CHAPTER 6

Chapter six summarises the findings and provides recommendations in light of the findings to address the appraisal of teachers. It also suggests what future research would make a meaningful contribution to obtaining a more comprehensive view on the phenomenon of teacher appraisal at school.

1.10 CONCLUSION

Chapter 1 discussed the background of the study, why the researcher wanted to complete the research and the theoretical framework underpinning the research. It stated what research design was used and explained how the data was collected and analysed. It also discussed ethics and trustworthiness pertaining to this dissertation of a limited scope. Finally, it gave a brief overview of the chapters to follow. The next chapter addresses the theoretical framework in more detail.

CHAPTER 2

COGNITIVE EVALUATION THEORY

2.1 INTRODUCTION

This chapter discusses motivation, specifically in terms of the *Cognitive Evaluation Theory* (CET) that underpins this study. In order to fully comprehend CET, an explanation of intrinsic and extrinsic motivation is provided. CET is a sub-theory of *Self-Determination Theory* (STD) (Ryan & Deci 2000a:58) which will therefore also be discussed briefly.

2.2 MOTIVATION

According to Woolfolk (2007:372) motivation can be defined as, “an internal state that arouses, directs and maintains behaviour”. In order for teachers to be efficient, they must be motivated (Coetzee, et al. 2010:61). Motivation depends on two elements, a person’s needs and the way those needs will be fulfilled (Van Deventer & Kruger 2003:149). There are many motivational theories. However, this study considers motivation in terms of the humanistic approach, a perspective which focuses on improving intrinsic motivation, as opposed to extrinsic motivation, by increasing teachers’ competence, self-esteem and autonomy (Woolfolk 2007:374).

2.2.1 INTRINSIC MOTIVATION

Intrinsic motivation occurs when a task is performed for no reward other than performing the task itself (Carton 1996:237). Intrinsic motivation has been described by some as something that exists within a person, and by others as the relation between the person and the activity of interest (Ryan & Deci 2000a:56). These two definitions were derived from responses to two behavioural theories from the 1940s to 1960s, specifically the Operant Theory and Learning Theory. The Operant Theory was the brain child of Skinner who believed that all behaviours are driven by rewards. The Learning Theory, on the other hand, states that all behaviours are driven by psychological needs which forms the basis of intrinsic motivation (Ryan & Deci 2000a:57). Intrinsic motivation depends on three factors, namely whether the

person has the ability to accomplish the task, whether or not the environment allows for autonomy, as well as relatedness (Deci & Ryan 1992:10).

2.2.2 EXTRINSIC MOTIVATION

Extrinsic motivation occurs when a task is performed for an external reward (Carton 1996:237). Extrinsic motivation takes two forms, namely verbal and concrete rewards. Over one hundred studies have been completed by social-cognitive researchers identifying the consequences of external motivation on internally motivated actions. Cameron and Pierce (in Carton 1996:238), who conducted a study examining the effects of several rewards on intrinsic motivation, proposed that concrete rewards had either a negative impact or no impact on intrinsic motivation, while praise affected it positively (Carton 1996:238).

2.3 SELF-DETERMINATION THEORY

Self-Determination Theory suggests that human behaviour can be disrupted or reinforced by environmental factors (Ryan & Niemiec 2009:265). SDT is comprised of five mini-theories, CET being one of these mini-theories. The others are Organismic Integration Theory, Causality Orientations Theory, Basic Needs Theory and Goal Content Theory (Vansteenkiste, et al 2010:106). SDT is based on the underlying notion that humans evolve in a way that requires the need for personal growth, challenges and new experiences. Growth, however, is not automatic - it needs certain support structures to guide this natural development. The relationship between a person and his/her social context is the foundation on which the SDT is based. The need for autonomy, competence and relatedness form part of the social context and constitutes the basis of the *Cognitive Evaluation Theory* (Pittman & Boggiano 1993:4).

2.4 COGNITIVE EVALUATION THEORY

Ryan and Deci's (1985) CET is based on Heider's (1958) concept of *perceived locus of causality* (PLOC). Heider distinguished between personal causality and impersonal causality, personal causality being based on intention and impersonal causality on environmental factors. DeCharms (1968) added to this concept by further dividing personal causality into internal and external PLOC and looking at the reasons behind the behaviour, and not just the outcome. Internal PLOC describes a person as being the source of his or her actions, while

external PLOC describes a person's actions being based on outside forces (Ryan & Connell 1989:749).

CET focuses mainly on feelings of competence and autonomy that increase intrinsic motivation, and therefore internal PLOC. It also looks at how relationships, otherwise known as relatedness, play a role in intrinsic motivation (Ryan & Deci 2000a:58).

According to CET, external rewards, other than praise and unexpected rewards, have a negative impact on intrinsic motivation (Ryan & Deci 1992:22-25). This finding seems to place a rather negative light on the IQMS, as the latter uses extrinsic forms of motivation, such as salary progression or loss of jobs to motivate teachers. The undermining of intrinsic motivation through extrinsic factors can cause teachers to lose focus on their personal professional development and ways to improve their instruction as they will rather focus on extrinsic motivations (Firestone 2014:100).

2.4.1 COMPETENCE

According to the Oxford Dictionary, competence is “[t]he ability to do something successfully or efficiently” (Oxford Dictionary: online). CET states that any type of reward or relational event that leads to the person feeling a sense of competence during a task can lead to intrinsic motivation (Ryan & Deci 2000a:58). In this study competence will be examined with regards to the competence of the teacher.

Motivation has been found to be stronger when competence is involved (Firestone 2014:101). The teacher can develop a sense of competence through professional development or training. The training must, however, be challenging, collaborative, and provide opportunity for practise and problem solving relating to existent instructional issues. Competence increases intrinsic motivation best when the teacher is gaining positive feedback on his/her performance, be it through the learners or his/her *Developmental Appraisal*. This proves to be true unless the teacher's autonomy is compromised. Teachers can also demonstrate their competence more effectively in a school with a good working environment. If the school provides the teacher with an appropriate workload, adequate instructional material and the necessary facilities, he/she should be able to demonstrate competence and, in turn, feel intrinsically motivated (Firestone 2014:103).

2.4.2 AUTONOMY

Even if a person feels competent in the task they are completing, intrinsic motivation will only be enhanced if the person experiences some sense of control or autonomy (Ryan & Deci 2000a:58) over the task.

According to CET inputs can be perceived in one of three ways, namely informational, controlling and amotivating inputs. Informational inputs support autonomy and enables competence. Controlling inputs pressure people to do something in a specific way. Amotivating inputs make people feel as though they are incompetent (Ryan and Deci 1992:23).

CET suggests that factors, including the social climate, need to be taken into account when trying to increase internal motivation. If the climate is controlling, a person's experience of autonomy, competence and relatedness would be affected negatively, thereby decreasing his/her intrinsic motivation. However, if the climate is informational, autonomy, competence and relatedness would be affected positively, leading to increased intrinsic motivation (Ryan & Deci 2000b:20). A climate where openness, trust, collaboration and transparency are paramount is perfect for appraisal (Steyn & van Niekerk 2007:254) as it creates an informational climate and not one of a controlling nature.

Choosing an activity and the manner in which to complete it make people feel a sense of autonomy and improve their intrinsic motivation. In 1975 Suckerman, Porac, Lathin, Smith and Deci (in Ryan & Deci 1992:15) conducted a puzzle experiment to prove this theory. Half of the participants could choose three of six puzzles to finish, in a time of their own preference, namely half an hour. The rest of the participants were allocated puzzles which had to be completed within a time limit set for them. All subjects were left alone during free time when other puzzles and magazines were available for use. The researchers found that during the participants' free time, those who were given a choice of puzzles generally spent their free time continuing doing the same thing, namely doing puzzles. This outcome suggested that choice and autonomy increased intrinsic motivation.

Herzberg, a psychologist who gained insight into motivation by interviewing his employees, developed the two-factor theory that supports Ryan and Deci's CET findings on autonomy

(Latham, et al. 2006:182). Firstly, Herzberg proposed that there were motivators, based on the work content, such as opportunities for personal growth and increased responsibility. The second component of his two-factor theory included hygiene factors. These included supervision, job conditions and salary, which, according to his research, did not contribute to self-motivation (Van Deventer & Kruger 2003:151). Herzberg concluded that self-motivation can be fostered through an enriched work environment in which autonomy is a key feature (in Latham, et al. 2006:182).

2.4.3 RELATEDNESS

Relatedness encompasses the relationship people have with one another and assists in the internalization process. This view is based on the finding that the more people feel that they belong, the more likely they are to internalize the goals or values of the group or person with whom they have formed connections (Niemic & Ryan 2009:139).

Positive relatedness affects people by promoting their self-worth and self-esteem. This, in turn, affects motivation in a positive way (Martin & Dowson 2009:330). In the context of teachers being appraised, a good relationship with the appraiser would make it easier for the appraisee to internalize goals that may have been discussed during the post-interview and motivate the appraisee to achieve these goals to improve his/her teaching.

2.4.4 THE LINK BETWEEN AUTONOMY, COMPETENCE AND INTRINSIC MOTIVATION

Autonomy, competence and intrinsic motivation have an irrefutable link, demonstrated in two studies conducted by Williams and Deci (in Guay, et al. 2001:645). In these studies they suggest that a sequence can be derived in terms of the CET theory. They state that autonomy leads to changes in competence, which, in turn, leads to changes in intrinsic motivation. They completed a study to test this sequence on Grade 5 and 6 learners. Their findings supported the sequence, more so with the older learners who took part in the study. Based on the fact that positive relatedness affected self-worth and self-esteem, as shown in the previous section, this researcher is of the opinion that positive relatedness could also be included in the link under discussion since it would, as autonomy, affect competence positively. If applied to the way staff appraisal is handled by Heads of Departments, the use of autonomy would

support positive changes in teachers' competence and, in turn, increase their intrinsic motivation.

2.4.5 REWARDS

According to CET there are verbal and tangible external rewards. Verbal rewards are considered informational, and, if constructive, can have a positive impact on intrinsic motivation. Tangible rewards are, however, considered to be controlling and therefore undermine intrinsic motivation. CET claims that anticipated tangible rewards for a task decrease intrinsic motivation, whereas unexpected tangible rewards have no effect. Finally, CET differentiates between three types of rewards. These include: task-non-contingent, task-contingent, and performance-contingent rewards (Ryan & Deci 2000b:19). Task-non-contingent rewards are given to participants for taking part in the task; no other requirements are necessary. Task-contingent rewards are given to participants for completing the task; it does not matter how the participant fared, as long as the task was completed. Finally, performance-contingent rewards are given to participants for performing well in the task (Ryan & Deci 2000b:19).

According to Ryan and Deci (1992:17), most reward systems are evaluative and controlling and therefore decrease intrinsic motivation. People often feel as though they are being evaluated or tested personally rather than their actions or knowledge. This negative attitude towards evaluations tends to decrease intrinsic motivation. Smith proved this in a study he conducted that involved the study of art (Ryan & Deci 1992:18). One group was told they would be evaluated after they learnt about art, the other group was not. The students that were told they would be evaluated showed less intrinsic motivation and made less creative art projects than those that were not evaluated. Both groups were given positive feedback; yet only the non-evaluated group demonstrated intrinsic motivation.

If a reward is provided for a task, but no evaluation takes place, it is unlikely that intrinsic motivation will be effected negatively. Rewards, however, increase extrinsic motivation and people become reliant on the reward to continue with a particular behaviour. This consequently decreases intrinsic motivation (Ryan & Deci 1992:17). Applying the given information to teacher appraisal would suggest that any form of repeated extrinsic reward, specifically performance-contingent, would decrease a teacher's intrinsic motivation.

2.5 CRITICS OF CET

Behaviourist researchers have criticised the views of Ryan and Deci. Due to these negative critiques, meta-analyses of Ryan and Deci's theory have taken place. The first meta-analysis of the CET was undertaken by Rummel and Feinberg (in Ryan and Deci 2000b:18) whose analysis tested the theory that extrinsic rewards, with a significant controlling characteristic, would have a negative effect on intrinsic motivation (Ryan & Deci 2000b:18). The second meta-analysis was undertaken by Wiersma, and investigated whether tangible rewards had a negative impact on intrinsic motivation. The third, by Tang and Hall, also re-examined the impact that tangible rewards have on intrinsic motivation, but focused on a larger group of Deci and Ryan's studies. These three meta-analyses found strong support for the CET hypothesis. However, a fourth meta-analysis, undertaken by Cameron and Pierce, which was republished by Eisenberger and Cameron, disagreed with the CET (Ryan & Deci 2000b:18). They studied 96 of Ryan and Deci's experiments and found that when they considered the various rewards independently, most of them did not weaken intrinsic motivation. Due to the variety of research methods used in the fourth meta-analysis and the range in reported results, Deci, Koestner and Ryan undertook their own meta-analysis to test the results found by Cameron and Pierce (Ryan & Deci 2000b:19). The meta-analysis led Deci, Koestner and Ryan to the deduction that the way in which the meta-analysis by Cameron and Pierce had been conducted was scientifically flawed, and that it caused the competing results.

2.6 CET AND LEADERSHIP

The principal and Heads of Departments influence the teachers' goals and actions in the school through motivation. The manner in which they motivate depends on their leadership styles (Van Deventer & Kruger 2003:153). In order to develop autonomy, competence and relatedness in a school, a specific leadership style is required, namely that of the democratic leadership. The principal and the Heads of Departments are an integral part of the appraisal process; so they will need to adopt this leadership style in order for the three psychological needs, namely competence, autonomy and relatedness, to be fulfilled and for appraisal to be completed as it should be.

Democratic leadership has specific characteristics that lend themselves towards the development of autonomy, competence and relatedness. It is a style that relies on team work; a consultation process must take place between parties in order for joint decisions to take place (Van Deventer & Kruger 2003:144). This two-way communication process will build relationships and therefore strengthen relatedness. Furthermore, it will make teachers feel that they are competent since their input is valued. This style of leadership supports the delegation of responsibilities and authority (Van Deventer & Kruger 2003:144) which, in turn, increases teachers' sense of autonomy. The principal and Heads of Departments must, however, know their staff members' capabilities and not over-delegate responsibilities or authority (Van Deventer & Kruger 2003:154). If teachers are not able to complete the requested tasks, they will feel incompetent and their motivation will decrease.

2.7 CONCLUSION

CET is a humanistic motivation theory and a sub-theory of SDT. It states that autonomy, competence and relatedness positively contribute to intrinsic motivation. They are linked, and unless all three are present, intrinsic motivation will not be achieved. If principals and Heads of Departments use democratic leadership as a leadership style, they will promote autonomy and relatedness and increase teachers' competence which, in turn, will increase intrinsic motivation. If this theory is applied to teacher evaluation, in terms of the IQMS which is discussed in the next chapter, it would contribute positively to the successful implementation of the IQMS.

CHAPTER 3

THE INTEGRATED QUALITY MANAGEMENT SYSTEM AS AN APPRAISAL APPROACH

3.1 INTRODUCTION

This chapter discusses the meaning of teacher appraisal and the key features of an effective appraisal system. It also considers the IQMS in South African schools and what the literature has deemed positive and negative aspects of the IQMS.

3.2 TEACHER APPRAISAL

Teacher appraisal is a component of performance management (Steyn & Van Niekerk 2007:249). Performance management, in turn, is the term used to describe the various processes that deal with the management of employees, such as recruitment, assessment and professional development (Piggot-Irvine 2005:170). Teacher appraisal is a continuous, organised process that was developed to guide teachers' professional development goals and improve the performance of the school as a whole (Steyn & Van Niekerk 2007:249). The *Integrated Quality Management System* is used as the appraisal approach applied in South Africa to assess the performance of teachers and schools, and is discussed in detail in section 3.4. In order for an appraisal system including that of the IQMS, to be effective, certain key features need to be present.

3.2.1 KEY FEATURES OF EFFECTIVE APPRAISAL

The key features of any staff appraisal system would imply clear appraisal guidelines, a mutual respect between appraiser and appraisee, training of both appraiser and appraisee, adequate time for the appraisal, and confidentiality and transparency in terms of the appraisal process (Piggot-Irvine 2005:173). Appraisal is a two-way process; both appraiser and appraisee therefore have roles to play. Each of the key appraisal features will be looked at in turn and linked to the *Integrated Quality Management System* of South Africa.

3.2.1.1 Clear appraisal guidelines

Clear guidelines are critical in order for principals and Heads of Departments to execute the staff appraisal programme effectively (Piggot-Irvine 2005:177). All staff are involved in the process and therefore all need to have a clear understanding of the guidelines. Unless guidelines are clear, teachers and Heads of Departments at different schools will interpret the guidelines in various ways and the appraisal process will not be completed as intended.

3.2.1.2 Mutual respect

The second key feature of staff appraisal is mutual respect between the appraisers and the appraisee. Mutual respect should be developed during all interactions at schools with staff, learners and parents by treating them with openness, respect and honesty (Piggot-Irvine 2005:178). Piggot-Irvine (2005:176) believes that mutual respect and honesty can only be developed through a bilateral relationship of shared control. It is also the responsibility of each party involved in the appraisal process to play his/her assigned role. The teacher has the role of planning the lesson, carrying out various assessment techniques and providing learners with appropriate tasks and feedback. The HOD or appraiser has the task of facilitating the process and providing the teacher with relevant feedback to help with his/her professional development. The completion of the above tasks will lead to mutual respect between the appraisers and the appraisee (Steyn & Van Niekerk 2007:254).

3.2.1.3 Training and time

The third key feature of effective staff appraisal is appropriate training in order for the appraiser to acquire the necessary skills to conduct the appraisal process in the correct manner (Van Deventer & Kurger 2003:211), as well as sufficient time to complete the appraisal process (Piggot-Irvine 2005:173). Appraisal works well when HODs are allocated time to complete the appraisal process. The schools that took part in Piggot-Irvine's study on appraisal used various methods to allow adequate time for the appraisal process, two of which were to open school an hour later than usual and to conduct appraisal before and after school (Piggot-Irvine 2005:176).

3.2.1.4 Confidentiality and transparency

It is imperative that the appraiser maintains confidentiality regarding the information received during the appraisal process (Piggot-Irvine 2005:173). Disclosing confidential information will lead to a loss of respect and trust from the appraisee. The appraiser must, however, be transparent with regard to the criteria of the appraisal process and make the appraisee aware that information will not be altered in any way once the appraisal has been completed (Piggot-Irvine 2005:173; Van Deventer & Kruger 2003:211).

3.2.1.5 Matching of appraisee and appraiser

Schools that use a co-operative approach to management should use peer appraisal or a panel to conduct the appraisal process. The peer must be chosen by the appraisee and should have the necessary academic knowledge pertaining to the subject that is being critiqued. A panel would include the chosen peer and a senior level teacher (Van Deventer & Kruger 2003:211-213). This will keep the school's culture intact and provide teachers with the opportunity to learn from one another (Steyn & Van Niekerk 2007:255).

3.3 APPROACHES TO APPRAISAL

Appraisal can be approached in two different ways, the first being judgmental and the second, developmental in nature. The approach used will impact on whether or not teachers support or resist the appraisal process.

3.3.1 JUDGEMENTAL APPRAISAL

This type of appraisal focuses on the teacher's weaknesses instead of his/her strengths. The appraisee is not an active participant in the appraisal process. The judgement made by the appraiser is final and cannot be adjusted in any way. The emphasis is placed on lesson plans, assessments and record keeping and the whole process is received by teachers in a negative light (Steyn & Van Niekerk 2007:250).

3.3.2 DEVELOPMENTAL APPRAISAL

Developmental Appraisal focuses on the teacher's strengths rather than weaknesses. The appraisee takes an active role in the process. Evaluation is formative rather than summative; the teacher is given suggestions on how his or her performance can be improved. The appraiser looks at the different teaching styles and assessment methods used in the classroom and provides the teacher with other styles and assessment methods if need be. The developmental approach is considered more positive than the judgmental approach (Steyn & Van Niekerk 2007:250).

3.4 INTEGRATED QUALITY MANAGEMENT SYSTEM

The *Integrated Quality Management System* (IQMS) is the appraisal structure that is used in South Africa. This system was introduced in 2003, but only implemented since 2005 (ELRC 2003:1). The IQMS is a combination of three previously used appraisal systems, namely *Developmental Appraisal* (DA), *Performance Measurement* (PM) and *Whole School Evaluation* (WSE). A training manual was developed by the *Education Labour Relations Council* (ELRC) in 2003 to help with the implementation of the system. The training manual includes "the instrument" that is used by teachers and HODs for assessment. The manual explains the appraisal process in detail and will be referred to throughout this chapter (ELRC 2003:20).

3.4.1 DEVELOPMENTAL APPRAISAL IN THE IQMS

Developmental Appraisal (DA), previously known as the *Developmental Appraisal System* (DAS), was first introduced in 1998 as a lone appraisal approach. This was an attempt to rid the education system of previous methods of appraisal used during the apartheid era. According to the ELRC Resolution No.4 of 1998, the system was designed to be simple, flexible and feasible for all types of institutions. The aim of the DAS was to assist in teachers' personal and professional development which would ultimately improve the quality of teaching. The appraisal approach required teachers to take part in self-appraisal, peer appraisal and collaborative work with other teachers to support the professional development of fellow teachers (ELRC 1998:3). The DAS required a Staff Development Team (SDT), which consisted of the principal, an elected staff member and other teachers, depending on

the size of the school. The SDT's job was to create a DAS school management plan and organise and monitor teachers accordingly. An appraisal panel also needed to be established and needed to comprise of the appraisee and two or three of the following members, depending on the size of the school: a peer, a union representative and a senior member of staff or an outsider with expertise in education (ELRC 1998: 4). The teachers were assessed according to specific criteria, depending on their post level. Teachers were rated on an A, B scale - the former being an important area of development identified to be focused on during the current year of appraisal, and the latter, an area to be focused on during future appraisal cycles (ELRC 1998:5).

The current DA, which forms part of the IQMS, is solely geared towards formative purposes. It aims to help teachers identify areas that need support so that their professional development can be furthered (ELRC 2003:1). *Developmental Appraisal* is meant to take place in two phases. The first phase takes place from March to June and the second phase from July to September. During these time periods, observations are meant to provide teachers with constructive feedback on their teaching and information concerning the manner in which they can improve their teaching practice (ELRC 2003:64).

The tool used to assess teachers is not as crude as the previous DAS tool and is used by both the teacher him/herself and the appraiser. This tool or rubric consists of twelve performance standards. The first seven are specifically geared towards post level one teachers (ELRC 2003:52); numbers eight through to ten are designed for post level two teachers (ELRC 2003:53); and the final two standards are aimed at post level three and four teachers (ELRC 2003:54). Each performance standard has specific criteria that teachers need to meet. Teachers are allocated scores from one to four for each specific criterion, one indicating a dismal performance and four suggesting that the teacher is excelling (ELRC 2003:33). Before the Developmental Support Group (DSG) completes the DA, the teacher is required to use the rubric to complete his/her self-assessment. Once teachers have been developmentally appraised, they and the DSG use the scores from the rubric to plan for professional development by developing a Professional Growth Plan (PGP). The PGP must address four different areas of growth in terms of accountability, in terms of four variants of control: one teacher controlled area, one DSG controlled area and two departmentally controlled areas (ELRC 2003:11).

The teacher controlled area of growth constitutes an area that the teacher can work on to improve without the aid of anyone else, such as organisational skills or time management. The DSG controlled area is an area of growth that the teacher can only improve upon with the guidance of his/her DSG, which could include, for example, record keeping. The third area of growth, which is controlled by the Department, relates to in-service training. In this regard curriculum training and conflict management training would be applicable. An example of curriculum training is teaching teachers aspects relating to syllabus content, such as, in South Africa's case, the *Curriculum Assessment Policy Statements* (CAPS). Conflict management would include courses where teachers, HODs and principals are taught how to deal with conflict situations in the school environment. The fourth area relates to a relevant short skills course or training programme for teachers who are unqualified in a certain area. Requests in this regard need to be taken up with the Department in order to make funds available for further training (ELRC 2003:11).

3.4.2 *PERFORMANCE MEASUREMENT*

Performance Measurement (PM) was first introduced in 2003 as a motivation strategy. It was designed as a summative assessment to reward teachers who worked hard during the year. The DA assessment rubric is also used for this summative assessment. Teachers who obtain certain scores are rewarded with a salary or grade progression. Post level one teachers need to obtain 56 or more points for a salary progression and 78 or more for a grade progression; post level two teachers need 84 points for a salary progression and 118 for a grade progression; and finally, post level three and four teachers need 104 points for a salary progression and 146 for a grade progression (ELRC 2003:20). Teachers who do not obtain the stipulated minimum points are at risk of losing their posts.

PM must be carried out by the DSG towards the end of the year, during the months of October and November (ELRC 2003:64). The outcome of the PM of each teacher must be used to inform the Whole School Evaluation (DoE 2003:4).

3.4.3 *WHOLE SCHOOL EVALUATION*

Whole School Evaluation (WSE) was first introduced in 2001. It was designed to assess the quality of instruction, learning and effectiveness of schools. The DA and PM results are both

needed in order for WSE to take place effectively. Internal and external WSE needs to be applied (ELRC 2003:1).

Internal WSE must take place every year, whereas external WSE only takes place every three to five years. A WSE team, consisting of provincial officials, conducts the external assessment. The team may assess at any time of the year and uses the same instrument as the one used for the internal WSE (ELRC 2003:10). The district or local office must inform the school four weeks prior to the assessment and provide the schools with a list of all the documentation needed for the assessment. They also have to inform the school as to which teachers will be assessed, and these teachers must be given five days warning prior to assessment (ELRC 2003:10).

3.4.4 ROLES AND RESPONSIBILITIES

There are various role players that need to take on specific responsibilities in order for the IQMS to be successful.

3.4.4.1 The District Office

The overall responsibility of the IQMS training and implementation lies with the District Office. It has the responsibility to arrange professional developmental courses based on the needs identified during the IQMS process and continually monitor the IQMS process. The District Manager has the role of moderating the IQMS results and the District Office must capture all of the data timeously in order for salary progressions to take place (ELRC 2003: 5).

3.4.4.2 The principal

According to the *IQMS Training Manual* (ELRC 2003:2), the principal has the responsibility of making sure that the IQMS is completed consistently and efficiently. The principal must make sure that all teachers are provided with a training manual and training. The latter implies that he/she has to oversee a workshop during which IQMS issues can be clarified. The principal must also assist in establishing a SDT and internally moderate the appraisal

results. Finally, he/she must make sure that all the necessary documentation is sent to the Department of Education on time.

3.4.4.3 The teacher

The teacher must complete a self-assessment form at the beginning of the year and choose the members for his/her DSG. With the help of the DSG he/she must create a PGP and collaborate with the DSG and external WSE team during appraisal. The teacher must attend training workshops that have been flagged for professional development and play an active role in the pre- and post-appraisal discussions (ELRC 2003:2).

3.4.4.4 Staff Management Team

The SMT has the responsibility of notifying teachers of the In-service Training (INSET) that is available and making arrangements for staff to attend. The SMT assists with the planning and implementation of the IQMS, making sure that the WSE is completed. Finally, it aids the SDT with the *School Improvement Plan* (SIP) (ELRC 2003:2). The SIP is a list indicating all the actions and procedures that need to take place in order to improve the functioning of the school. It is created with the input of all teachers' PGPs (ELRC 2003:11).

3.4.4.5 Staff Development Team

The Staff Development Team (SDT) must include the principal, elected staff members on the School Management team (SMT) and post level one teachers. The size depends on the size of the school (DoE 2003:11).

The SDT must make sure that all teachers know what the IQMS entails and how its processes have to be undertaken to satisfactorily complete it. This team is also required to organise staff development and create and monitor the IQMS management plan. They must guide staff members during the implementation of the DSG process and keep all IQMS records up-to-date. The STD and SMT are required to work together to create the SIP based on the DA results, and finally, sign all the documentation that pertains to PM (DoE 2003:12).

3.4.4.6 Developmental Support Group

The Developmental Support Group (DSG) must consist of a selected peer teacher and an immediate senior teacher. The chosen peer teacher must be in the same phase and have the same subject knowledge as the appraisee (DoE 2003:13).

The DSG has the responsibility of providing guidance and support. The DSG must aid the teacher in the development of his/her *Personal Growth Plan* (PGP) and is in charge of DA. The senior member of the DSG must complete the summative evaluation in October and November, while both members of the DSG must agree on the final scores (DoE 2003:13).

3.5 FINDINGS FROM PREVIOUS RESEARCH REGARDING THE IQMS

Studies related to the IQMS over the years indicate positives and negatives of the system. These are elaborated upon below.

3.5.1 POSITIVE ASPECTS OF THE IQMS

Studies that mention positive aspects of the IQMS are extremely limited. According to a study conducted by Rabichund (2011:190), the IQMS has led to shared decision making and accountability.

3.5.1.1 Shared-decision making

The ability for teachers to have some power to produce and complete education programmes is a positive aspect of the IQMS for teachers. It relates to the view that teachers are professionals and know what is best for learners. Shared decision-making also provides teachers with a sense of autonomy; they are able to set their own goals and have a voice when it comes to their professional development (Rabichund 2011:194).

3.5.1.2 Accountability

Used in the correct way, the IQMS generates accountability (Odhaimbo 2005:403). It is transparent compared to the previous systems used in South Africa, and eliminates procrastination to a degree (Rabichund 2011:190). Teachers who tend to procrastinate cannot do so with the system in place since IQMS requires inspections (Rabichund 2011:191). Teachers also tend to take part in more co-curricular and extra-curricular activities due to the fact that they are rated on these aspects (Rabichund & Steyn 2014:355).

3.5.2 NEGATIVE ASPECTS OF THE IQMS

Several negative aspects of the IQMS have been uncovered by numerous researchers. These include: poor quality training, lack of clarity, lack of time, contextual factors, negative attitude of teachers, incompetent departmental officials and rubric criteria.

3.5.2.1 Inadequate IQMS Training

According to Bisschoff and Mathye (2009:397) funds were under-allocated for the initial training provided by the Department of Education, with the result that poor quality workshops were conducted. Only principals, a member of the SMT and one post level one teacher were allowed to attend the training. These teachers were then expected to train the rest of the staff (Bisschoff & Mathye 2009:398). According to findings in Hlongwane's (2009:173) study, this type of cascade training was disempowering to teachers since they were not all involved. Also, the information passed down from those that attended training was sometimes distorted. Due to the initial training workshops being of a low standard, teachers were unable to distribute the information effectively. Many of them also developed negative perceptions of the IQMS due to the inferior training which subsequently influenced staff perceptions (Bisschoff & Mathye 2009:398).

The information provided by the Department of Education regarding the structure of the IQMS was unclear to teachers (Bisschoff & Mathye 2009:399). According to the findings in a study completed by Mji (2011:71), teachers that attended the workshops did not understand their role and responsibilities with regard to implementation and planning, especially with regard to the separate and conjoined functions of the SMT and SDT. Since the facilitators of

the workshops could not answer most of the questions regarding the IQMS, clarity was hampered (Bisschoff & Mathye 2009:399; Mji 2011:81).

3.5.2.2 Time

As previously mentioned, the DSG must undertake the responsibility of assessing teachers through DA and PM. This requires observing lessons and deliberating over issues in pre- and post-discussions, all of which takes time. Due to the deadlines mandated by the Department with regard to IQMS, observations and discussions are rushed and focus shifts from professional development to compliance, with the result that the purpose of the IQMS is defeated (Rabichund 2011:175). According to the findings of a study on the IQMS conducted by Khumalo (2008:80), 74.2 percent of the participant teachers believed that they did not have adequate time to be part of a DSG. The study by Rabichund (2011:174) also concluded that time is an issue for teachers, since they are already performing many duties while the IQMS just adds to a full load. In another study undertaken by Sebola and Malema (2014:237), it was found that principals, too, lacked the time to complete IQMS assessments due to their work loads.

3.5.2.3 Contextual factors

The IQMS is not considered suited for all school of contexts. It is impractical in schools with few resources as it is paper-driven. Many schools cannot afford to copy all of the documentation that is required (Bisschoff & Mathye 2009:401). Some schools also have larger learner-to-teacher ratios and may therefore not have enough resources for all of these learners. Furthermore, teachers are not able to use a variety of teacher techniques due to large learner numbers. This would affect the outcome of the summative assessment which is based on an assessment rubric with a structure that could disadvantage a school with a high learner-teacher ratio (Bisschoff & Mathye 2009:402).

3.5.2.4 Negative attitudes of teachers

According to Steyn and Van Niekerk (2007:252), some teachers have a negative attitude towards appraisal which hampers the appraisal process. The below list provides some of the reasons for this negativity:

- Appraisal suggests to teachers that they are not professionals and that they are unable to do their jobs without being monitored.
- Teachers believe appraisal is a tool used by their superiors to intimidate them.
- Appraisal is considered a form of punishment.
- Teachers believe that they will receive inaccurate results because the supervisor does not like them.
- The appraisal instrument is not reliable.
- The outcome of an appraisal could lead to job loss.

3.5.2.5 Incompetent Department officials

The monitoring of the implementation of the IQMS by Department officials was rarely conducted (Bisschoff & Mathye 2009:398). The officials shifted the responsibility of training, support and implementation of the IQMS onto the principals and SMT members, whom the officials themselves had not trained adequately (Mchunu 2014:55). According to findings in Mji's study (2011:74), Department officials had not been to schools to observe lessons, although it is mandatory in terms of the IQMS *Training Manual*, because it is part of the WSE which should take place every three to five years (ELRC 2003:10).

3.5.2.6 Rubric criteria

The criteria in the teacher appraisal rubric is based on the ideal teaching situation. However, most South African teachers do not find themselves in the ideal teaching context and it is therefore unfair to use the rubric to measure their performance (Rabichund 2011:190).

Danielson (2001:13) states that it is essential to weight criteria according to their particular importance for different categories of teachers. Foundation Phase teachers have different focus areas to that of Intermediate Phase or High School teachers, they should be clear to all relevant parties and weighted accordingly. The IQMS criteria rubric does not differentiate between various teaching phases and criteria are interpreted differently depending on who is using the tool.

3.6 CONCLUSION

Teacher appraisal was created to advance teachers' professional development. According to the literature, the key features that make appraisal effective include: clear appraisal guidelines, mutual respect between appraiser and appraisee, proper training with regard to the appraisal system being used, confidentiality and transparency.

The South African teacher appraisal system, the IQMS, according to some research, is a system that displays very few of the key features that make appraisal effective. Many teachers have developed negative attitudes towards the system due to poor IQMS training, lack of clarity in terms of what it entails, lack of time and inadequate support from the Department of Education. Due to these negative attitudes, teachers are demotivated when it comes to cooperating in the appraisal process.

Teachers need to be motivated in order to be efficient. The negative aspects of the IQMS accomplish the exact opposite, namely demotivation, which results in inadequate cooperation, and consequently a failed appraisal system. It therefore seems that intrinsic motivation, which is dependent on autonomy, competence and relatedness, as shown in the previous chapter, is not realised in terms of the IQMS.

The next chapter will focus on the research design and methodology used to determine the perceptions of primary school Heads of Departments concerning the IQMS in the Amatole District.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Chapter 2 of this research focused on the theoretical framework underpinning this study. It discussed CET and the importance of the appropriate leadership style to encourage intrinsic motivation, followed by Chapter 3 which explored the IQMS in detail, looking not only at how it is meant to be implemented in South Africa, but also at previous research findings on the topic. The literature study outlined the positive and negative aspects of the IQMS that previous researchers discovered during their studies.

Bearing the above in mind, this dissertation of a limited scope aims at determining how South African Heads of Departments in selected schools in the East London region perceive the current staff appraisal system. A qualitative approach was therefore chosen as perceptions are difficult to quantify. Due to the fact that the research only focused on one phenomenon in-depth, IQMS, a case study design was employed. Participants participated in in-depth, face-to-face interviews in order to obtain as much data as possible regarding the study. Face-to-face interviewing provided the researcher not only with verbal data, but with visual data as well. Unlike questionnaires, the interview process allowed the researcher to obtain clarification regarding certain information, and to add follow up questions which only came to light during the conversation.

The aim of this chapter is to discuss the research design and methodology of the study in detail and to also discuss the ethical considerations.

4.2 RESEARCH DESIGN

A research design defines the way in which research is administered (McMillan & Schumacher 2006:22). The research design can be quantitative or qualitative in nature. Quantitative designs can be subdivided into experimental and non-experimental designs. Experimental designs include true experimental, quasi-experimental and single-subject designs, whereas nonexperimental designs comprise of comparative, correlational and survey

designs, all of which are based on numbers and statistics (McMillan & Schumacher 2006:23). The qualitative designs can be subdivided into interactive, non-interactive and mixed-method approaches. Examples of interactive approaches include ethnographic research and case studies; non-interactive research includes concept analysis and historical analysis; and mixed-method research refers to explanatory and exploratory designs (McMillan & Schumacher 2006:23). Researchers are able to use one or more research design, depending on what is best suited to answer the research questions (Mouton 2001:55). Since this research seeks to obtain in-depth knowledge relating to the perceptions of Heads of Departments concerning the IQMS, a qualitative research design was chosen. The need for in-depth knowledge is implied by the research questions:

- What are the positive and negative aspects of the current staff appraisal system?
- How is the IQMS implemented by Heads of Departments in the chosen schools?
- According to the perceptions of the Heads of Departments, does the IQMS achieve its purpose?
- How could the current staff appraisal system be improved?

4.2.1 CASE STUDY

A case study is a detailed account and examination of a closed system (Merriam 2009:40). A closed system could be a single child, a specific group, a specific programme or, in this case, an appraisal system for teachers, specifically the IQMS. Unlike other designs, a case study does not use specific data collection or analysis methods; any data collection and analysis methods can be used (Merriam 2009:42).

A case study has distinctive features that separate it from other designs. Case studies can be particularistic, which means, inter alia they focus on a phenomenon in terms of a single-site case study. Case studies can also be multiple in nature, which means that more than one case, regarding the same phenomenon is studied (Merriam 2009:49). Multiple, otherwise known as multi-site case studies, provide the researcher with the opportunity to generalise findings to a greater extent, yet limited extent, thereby addressing the limitation of a single-site case study (Mouton 2001:150).

Case studies can be descriptive, which means that the final product reveals a description of the phenomenon in terms of the case; or it can be heuristic, which means that it provides the reader with a new or better understanding of the phenomenon in terms of the case (Merriam 2009:43-44). This study could be considered to be both descriptive and heuristic in nature. Descriptive since it provides a description of the IQMS by means of a literature review and heuristic by focusing on the positive and negative aspects of the IQMS, its implementation and perceptions of Heads of Departments regarding whether the IQMS achieves its purpose.

Qualitative case studies are able to grasp perceptions due to their descriptive, heuristic and in-depth nature. They allow the researcher to access participants' thoughts and feelings, unlike surveys (Merriam 2009:44-46), comparative and correlational designs (McMillan & Schumacher 2006:220,221). A case study design was therefore the logical choice as a design for research on Heads of Departments' perceptions of the IQMS. Due to the fact that this study focuses on three different Heads of Departments perceptions of a particular phenomenon at three different schools, a multi-site case study design was chosen.

The researcher wanted to link the primary data of the Heads of Departments' perceptions to previously collected data from primary and secondary sources. A literature review discussed in section 4.3.2.1 was therefore used as another method of collecting data.

4.2.2 POPULATION AND SAMPLE

The population in terms of this study comprises Heads of Departments in a primary school setting in quintile five schools. A combination of purposive sampling techniques were used, specifically in terms of site selection and concept-based sampling. Site-based sampling was based on specific criteria, which are mentioned below. Concept-based sampling relates to participants being chosen because they possess certain expertise in the subject and/or because they are considered to be people who have gained valuable experiences concerning the topic being researched (McMillan & Schumacher 2006:320).

The researcher chose three government, quintile five schools for the study. The criteria were that the selected schools have a relatively small number of learners (less than 750 learners) and that the number of teachers in each school was similar. The schools needed to be government schools as it is mandatory for government schools to use the IQMS for appraisal.

Quintile five schools at which learners have to pay school fees since the government pays only a small percentage towards their education, and which have a greater income due to high school fees, which results in more resources and better facilities, were selected to further ensure uniformity. Such schools were selected because if the IQMS was working successfully, it would indicate that this would probably be the case at schools that are considered better off in terms of finances and resources in classrooms. These schools would be able to afford the paper-based appraisal system (an immense amount of documentation is required for each teacher and an exorbitant amount of paper is used), as well as relevant training for their teachers. Their teachers would more likely experience a sense of autonomy, competence and relatedness due to the fact that they have adequate resources, facilities and training. If these schools find it difficult to use the IQMS appropriately, then it would seem more than likely that quintile one, two, three and four schools, with fewer resources, facilities and training, would not cope with the IQMS.

The Heads of Departments chosen for the study were selected by the principal and not the researcher. Concept-based sampling, when ideal participants with the necessary information and understanding of the topic or concept are selected for interviews (McMillian & Schumacher 2006:320), was implemented. The implementation of concept-based sampling was therefore used to improve data quality. Only three participants, one at each school, were needed because of the case study design specification that only a small number of participants are necessary (Merriam 2009:42), as well as the fact that this research constitutes a dissertation of a limited scope. Heads of Departments had to be the senior members in several DSGs; they also needed to be primary school teachers since this study focuses on perceptions of primary school Heads of Departments.

4.3 OTHER KEY METHODOLOGICAL ISSUES

In this section the research approach, data collection methods and the manner in which the data was analysed are discussed.

4.3.1 RESEARCH APPROACH

A qualitative research approach was used to conduct this study since the researcher was seeking Heads of Departments' perceptions of the IQMS and wanted to interrogate the

meaning of the information gained. Qualitative methods were used to gain an in-depth understanding of a phenomenon and not to experiment in terms of cause and effect (Edmonds & Kennedy 2013:112). The interviews were conducted at the selected schools, which is considered the teachers natural setting and no experimentation took place. The qualitative approach was advantageous to this study as qualitative research relies on words as a source of data (Gall, Borg & Gall 1996:30), and the researcher used interviews to obtain the necessary information.

4.3.2 RESEARCH METHODS

In order to conduct the research, data needed to be collected. This was done through the use of a literature review and interviews.

4.3.2.1 Literature review

A literature review was undertaken in order to learn as much as possible about the body of research that relates to the topic that is researched. The literature review provides the researcher with definitions of terms used in the study, theories related to the study, findings that have been uncovered through previous, similar studies and information on the instrumentation that has proved most reliable when used during similar studies (Mouton 2001:86).

Literature reviews are usually undertaken to avoid duplicating studies. However, in this case, the researcher uses the literature to relate to her findings and to show similarities in terms of problems experienced elsewhere with the IQMS. The literature review for this study was also conducted in order to define CET for the readers. The literature review was also undertaken in order to investigate whether or not CET, which has not previously been linked to IQMS, could play a role in improving teacher assessment.

4.3.2.2 Interviews

There are various types of interviews that can be conducted in a qualitative study. However, this particular study used face-to-face, semi-structured interviews. In this form of interview data is obtained by using a basic set of open-ended questions; however, the interviewer is not

limited to the set questions. It is suited to the purpose of the study, which was to obtain perceptions of the participants and possibly confirm, as well as extend information attained from the literature review (McMillan & Schumacher 2006:351).

Interviews were used as a data collection method as this was deemed the best possible way to gather the data since interviews provide the participants with the opportunity to clarify questions, and the interviewer with the opportunity to clarify answers (McMillan & Schumacher 2006:203). Since questionnaires do not allow for follow-up questions and clarification, they were not suitable. One HOD from three different schools was chosen for a standardised open-ended, individual, face-to-face interviews. The researcher decided to use individual, face-to-face interviews rather than focus group interviews. This decision was made due to the small number of Heads of Departments being interviewed, as well as the fact that they were all situated at different schools.

The interviews took place at the schools at a time suitable for the selected HOD. The Heads of Departments were all sent an informed consent form and the list of interview questions prior to the interview. This was done to make them feel more at ease during the interview process. The interviews took approximately forty minutes to complete.

4.3.3 DATA ANALYSIS

Qualitative data analysis is usually an inductive process, during which data is grouped into categories and patterns within the categories are identified (McMillan & Schumacher 2006:364). Data categories were organised according to themes related to the research aims.

Once the interviews had taken place the researcher transcribed them. With the purpose of ensuring confidentiality, the schools and Heads of Departments were coded using numbers. They were referred to as School 1, 2 and 3; and HOD 1, 2 and 3 (HOD 1 therefore works at school one and so forth). Any mention of names during the interview process were extracted from the data and replaced with coded letters. In this regard, for example, some teachers and principals were mentioned by name during the interview process. During the transcription of the interviews names were replaced with a letter, such as 'Mrs B'. This was done in order to ensure anonymity and confidentiality (McMillan & Schumacher 2006:334).

The first step in data analysis was to acquire an overall sense of the data. This was accomplished by reading and re-reading the transcripts and writing down preliminary ideas (McMillan & Schumacher 2006:368). It was at this stage that the researcher decided on the broad themes.

Secondly, the researcher began colour coding information. The researcher, was aware that themes other than those found in previous studies could emerge during the analysis process and therefore kept an open mind (Given 2008:86). The researcher generated one-word, descriptive codes and each code was written in the margin of the transcripts (McMillan & Schumacher 2006:368).

Finally, transcript codes were compared with one another in order to group them logically and used to create categories (Given 2008:71).

4.3.4 PROCEDURE OF STUDY

There were four phases of data collection used in this study. Collecting data in qualitative research is a cyclical process and more than often these cycles overlap (McMillan & Schumacher 2006:322).

The first phase is that of planning (McMillan & Schumacher 2006:322). As part of the planning process a literature review regarding IQMS was undertaken at the beginning of the study to determine what the researcher still needed to learn about the IQMS processes and procedures. Once the researcher felt that she understood the terminology and how the IQMS was supposed to be implemented in the schools, she focused on the various studies that had already been undertaken in South Africa. She specifically looked for studies that uncovered the positive and negative aspects of the IQMS as she wanted to compare these findings to her own towards the end of the study. She ended by reviewing the literature to determine if any other IQMS studies used the CET as a theoretical foundation and found that her research would make a contribution since CET had not been linked to research on the IQMS.

The researcher then located the sites and participants needed for the study by using her research question as a guide and obtained permission from the participants (McMillan &

Schumacher 2006:322). In this study the sites refer to the schools and the participants the Heads of Departments.

Each chosen school was sent an e-mail addressed to the principal, asking for permission to conduct the research at the school. The e-mail clarified why the research was taking place and asked if the principal could choose an appropriate candidate to take part in the research. Once the principals sent the e-mail addresses of the Heads of Departments that were willing to take part, one from each school, the researcher contacted each HOD and set up a time to meet that was suitable to both parties.

The second phase in terms of procedure relates to data collection pertaining to the research questions (McMillan & Schumacher 2006:323). During this phase observations are recorded and/or interviews are conducted (McMillan & Schumacher 2006:323). The interviewer met with the Heads of Departments at their respective schools at a date and time decided upon by the Heads of Departments. Each interviewee was asked the list of questions compiled by the interviewer, as well as follow-up questions. Each interview took approximately forty minutes, after which the interviewer transcribed the recorded interviews and summarised preliminary findings.

The questions that were asked during the interview process each played a specific role in the research process (see Appendix D). Question one was asked in order to determine which appraisal system each school was using. Question two was to establish the Heads of Departments' perceptions of the purpose of staff appraisal. The researcher wanted to determine why Heads of Departments perceived staff appraisal as beneficial or unbeneficial and whether the outcomes of the implementation of the IQMS had an influence on the way they dealt with it. Question three was to determine if the government had provided any formal training for the Heads of Departments, and if training had been available, whether it was worthwhile. The researcher aimed at linking the answers to this question to themes regarding training obtained from previous research regarding IQMS (see section 3.5.2.1). Questions four and five were asked to determine the workload of each teacher and to establish whether insufficient time due to a heavy workload was one of the themes as found in previous research (see section 3.5.2.3). Questions six and seven were asked to establish whether the correct procedure in terms of the IQMS training manual was being used. Answers to these questions would help determine whether the training that Heads of

Departments received in order to implement IQMS was adequate enough to make the appraisal process run relatively smoothly and according to policy. Question eight was added to determine the leadership style of each HOD in order to try and link the leadership style with CET. Question nine was included to determine the Heads of Departments' perceptions of the kind of motivation that is at play during the appraisal process and if CET can be linked to the appraisal process. Questions ten, eleven, twelve and fourteen were included in order to determine if similar themes to previous research would be revealed with regards to positive and negative aspects of the IQMS. Question thirteen links with question two since it was asked to determine if the purpose the Heads of Departments previously identified was being fulfilled by the current appraisal system.

The third phase, procedurally wise, takes place when the researcher completes work on site and analyses data gained to determine if any verification interviews or documentation is required. If the researcher has all the necessary data, he/she will move to the completion phase; however, if not, he/she will have to return to site continue and with data collection (McMillan & Schumacher 2006:323). During this stage data was analysed and it was concluded that no further interviews or documentation were required. All of the interview questions had been answered and no further clarification was required. The researcher was therefore able to move to the final phase.

The final phase is that of completion. The researcher determines how to present the data to help with the interpretation process and starts formal data analysis (McMillan & Schumacher 2006:323). This stage was where the researcher analysed the coded data and created categories from the initial codes (Given 2008:71), as explained in section 4.3.4.

4.4 TRUSTWORTHINESS

In section 1.7.4 it was shown that trustworthiness was established by applying validity and reliability in terms of a qualitative interpretation. As stated in the mentioned sectioned, interviews were accurately transcribed and triangulation was obtained by using two different methods of sourcing information.

4.5 ETHICAL CONSIDERATIONS

All research requires certain ethical principles that the researcher needs to abide by. In this section the following aspects are discussed: permission to conduct research at an institution, informed consent, confidentiality and anonymity and ethics clearance.

4.5.1 PERMISSION TO CONDUCT RESEARCH AT AN INSTITUTION

Before conducting the study an e-mail with a letter attached (see Appendix B) was sent out to the Department of Education located in Mdantsane, explaining the purpose of the research and requesting permission to interview Heads of Departments of three selected schools in the East London region.

The researcher e-mailed two of the principals from the selected schools in the East London District explaining the research and asking if any of their Heads of Departments would like to take part in the study (see Appendix A). The third principal was asked directly as the researcher was working at the school in question. It was ethically necessary for the principals to grant permission for the research to take place at the selected schools.

The principals were requested to ask one HOD from their primary school to take part. The HOD needed to be involved in the appraisal process of IQMS at the selected schools. Principals were asked in the e-mail to send the researcher the e-mail addresses of the Heads of Departments who agreed to be interviewed. In this way the researcher could contact the Heads of Departments directly and set up a date and time for the interview.

4.5.2 INFORMED CONSENT

Once the principals replied to the e-mails, the researcher was able to contact the Heads of Departments. The researcher sent each HOD an informed consent letter (see Appendix C) via e-mail, to ensure that the HOD was aware of the purpose of the research and the ethical measures that would be followed during the research process before the interview took place. The letter was printed by the researcher and brought to the interview for the HOD to sign before the interview took place.

4.5.3 CONFIDENTIALITY AND ANONYMITY

Code names for participants were used in order to protect the Heads of Departments identities (McMillan & Schumacher 2006:334). The location of the school and names of staff members were disguised in order to prevent the reader from identifying the location where the research took place.

4.5.4 ETHICS CLEARANCE

According to the UNISA Ethics Policy (UNISA 2007:5) certain ethics need to be adhered to in order to safeguard research participants from harm, to ensure the quality of the research and reduce disreputable research practises. The university and researcher both have responsibilities that need to be adhered to in order for the research to be conducted ethically. The university must provide an ethics review committee that approves the ethical clearance of any appropriate research before the research commences. In order for this to happen successfully, the researcher has the responsibility to fill in an ethical clearance form, providing the ethics committee with a full review of the research that is to be undertaken (UNISA 2007:3-4). The researcher completed an ethical clearance application form and e-mailed it, along with the other necessary documentation, to her supervisor. Data collection commenced once the clearance had been approved (see Appendix E).

4.6 CONCLUSION

This chapter focused on the methodology supporting the research. A qualitative approach and a multi-site case study design was chosen to research the appraisal system, the IQMS, currently used in Eastern Cape Schools. In order to obtain the relevant data three different Heads of Departments, from three schools in the East London District, took part in individual, face-to-face, semi-structured interviews. Various ethical principles were adhered to during the research process as a measure to safeguard the quality of the research and certain rights of the participants involved in the process. The next chapter will analyse the data collected from the face-to-face interviews.

CHAPTER 5

FINDINGS OF THE STUDY

5.1 INTRODUCTION

This chapter is based on the data collected from three primary schools in the East London District, Eastern Cape Province. Three Heads of Departments, one from each school, were selected in order to ascertain their perceptions of the current staff appraisal system used in South Africa, the IQMS. This chapter will discuss the findings of the study by means of a discussion of the categories related to four main themes that a scrutiny of the interview transcriptions revealed.

5.2 THEMES AND CATEGORIES

An analysis of the transcripts of the interviews were based on five main themes, namely positive as well as negative aspects which were experienced by the interviewees, the implementation of the IQMS, its purpose and improvements suggested. The categories related to each theme are indicated in the table below. If appropriate, sub-categories were also identified.

Table 5.1

THEME	CATEGORY
Positive aspects	Motivation
	Accountability
Negative aspects	IQMS Training
	Negative attitude of teachers
	Assessment rubric
	Window dressing
Implementation of the IQMS by Heads of Departments	Leadership style
	Motivation
Purpose of the IQMS	Accountability

	Development
	Maintain a standard of teaching
Improvements	Unclear wording Scale Contextual factors

5.2.1 POSITIVE ASPECTS

The interviews brought the following positive aspects to light: extrinsic motivation, intrinsic and accountability.

5.2.1.1. Motivation

The Heads of Departments felt that teachers' motivation to do well in appraisal was both internally and externally motivated (see section 2.2.1 & 2.2.2). They felt that some teachers were self-starters and always pushed themselves to achieve, while others needed some form of extrinsic motivation, such as the one percent increase, to motivate them. HOD 1 expressed the view that the teachers in her team were generally a self-motivated group and the one percent increase was not mentioned as a motivator (see section 5.2.1.1.2). However, the HODs interpretation of internal motivation (self-motivation) seemed to differ from that of Cognitive Evaluation Theory since they considered career progression an external motivator, and not the task itself, in this case teaching as internal motivation.

The below quote provides HOD 2's perception of motivation in the IQMS process:

It differs from person to person, I for one for example, I want to be in the top, but some teachers just don't care about it, they're not worried. I think the fact that you can get a bit of an increase motivates the people... . But it is individual, it is really individual. Teachers need to be self-motivated to get a high mark or high year mark.

HOD 3 was also of the view that teachers' motivational needs were different and made the following comment in this regard:

I think there is both external and internal motivation at play.

5.2.1.1.1 Extrinsic motivation

Extrinsic motivation (see section 2.2.2) relates to a task that is performed for an external reward, the reward which can be verbal or concrete. The IQMS system makes use of extrinsic rewards to motivate teachers. Verbal praise after a good lesson observation is one form of external motivation, while a one percent increase in pay every year for an improved PM score is a concrete external reward (see section 3.4.2). Although extrinsic motivation can lead to improved performance in the short term, a study conducted by Cameron and Pierce (see section 2.2.2) suggested that concrete external rewards have a negative impact on intrinsic motivation in the long term (see section 2.4.5). Two of the three Heads of Departments, however still held the opinion that the monetary reward was a positive aspect of the IQMS, as it encouraged teachers who would otherwise not have been motivated.

As mentioned, HOD 1 was not of the view that the one percent increase, in relation to the IQMS, served as an extrinsic motivator for her teachers. The extrinsic motivation that played a part, according to her, was praise. She stated the following in this regard:

I think it is about finding the positive ... they have their strengths and we try to play on that ... encourage her and say you are doing a fantastic job in that area.

HOD 2 and 3 found that the one percent incentive extrinsically motivated themselves and some of their teachers to work harder. They therefore deemed it a positive aspect in terms of the IQMS.

HOD 2 felt that the IQMS helped to externally motivate her, by providing the opportunity for the recognition of hard work. Peers would see her teach and relay their observations on the PM appraisal documents. An improved score would reassure the HOD that her efforts had been recognised and the one percent would be the concrete reward for the improved performance. HOD 2 made the following comment in this regard:

*For myself, especially because I'm involved, I like to see where do I fit into the scale?
Is my hard work recognised?*

HOD 3 felt that the one percent incentive was a positive aspect of the IQMS as it provided teachers with external motivation that they otherwise would not have had:

And of course they enjoy the one percent.

5.2.1.1.2 Intrinsic motivation

HOD 1 expressed the view that since IQMS requires teachers to assess themselves at the beginning of the year and to set goals based on their weaknesses, this process, if done correctly, drives teachers to reach those goals through self-motivation. Teachers need to be intrinsically motivated in order to reach their goals. This view related to that of Firestone (see section 2.4.1) who considered the realisation of one's competence as a contribution to intrinsic motivation if a teacher becomes aware of what he/she can achieve through self-assessment. If a teacher feels a sense of pride after completing the self-assessment, he/she is more likely to feel competent with regard to his/her profession and intrinsic motivation is likely to increase.

However, competence alone cannot increase intrinsic motivation, according to research completed by Ryan and Deci (see section 2.4.4) intrinsic motivation is dependent on competence, autonomy and relatedness (see section 2.2.1). In the case of self-assessment, autonomy is present in the fact that the teacher chooses the goal he/she wants to achieve during the course of the year. Relatedness, in terms of relationships, is the third factor that impacts on intrinsic motivation (see section 2.4.3). Without a sense of belonging teachers may not possess the ambition to fulfil their goals due to a lack of self-worth and self-esteem which are not promoted by peer teachers or Heads of Departments likely resulting in negative feelings regarding competence. Teachers who possess intrinsic motivation in terms of the above three factors would feel the need to improve upon the previous year's results and push themselves to do just that. Teachers who are lacking one or more of the above-mentioned factors would not be intrinsically motivated and would probably need some form of external reward to motivate them.

HOD 2 stated that she felt that self-motivation played a big role in her achieving her goals. However, she also felt that self-motivation differed, depending on the person. Some teachers, according to her, are able to self-motivate and others need external motivation:

It depends on yourself; as I said, some people want to be high, and if I know what my score was last year, I would like to improve on my score. Maybe I'm a bit of an achiever, so to me I work hard for that and I want to be in the top scale of the teachers... . But for me it is basically self-motivation. You know it differs from person to person, I for one for example, I want to be in the top, but some teachers just don't care about it, they're not worried.

HOD 2's above words indicate clearly that she considers one's ambition to reach the top to imply intrinsic motivation which in fact is not truly the case since intrinsic motivation means that a person is motivated by the task only (in this case teaching) and not by the success achieved (see section 2.2.1)

HOD 3 expressed the view that age may play a role in the motivation process and felt that teachers need to be motivated both externally and internally due to the fact that some teachers are able to self-motivate while others need external motivation:

The younger teachers are motivated to do better and want to go up. Some teachers have an urge to do better, you can see it straight away when you meet them. Others, however, need the external motivation, they listen and then act.

HOD 3's view expressed above, like HOD 2's view also revealed that getting ahead in the teaching profession was considered by her to be intrinsic motivation whilst, strictly speaking, it relates to extrinsic motivation.

Bearing in mind that Heads of Departments' understanding of intrinsic motivation was at times confused with that of extrinsic motivation, the Heads of Departments' interviews revealed that intrinsic and extrinsic motivation play a role in the appraisal process.

5.2.1.2 Accountability

Another positive aspect of the IQMS that transpired from the interviewees is that teachers become accountable because they are monitored on a regular basis. HOD 1 was of the opinion that the IQMS provided accountability with regard to teachers' professional development. HOD 1 made the following comment in this regard:

Some of my teachers are aware that they don't get much chance to do training and professional development and you don't always get opportunities, and if there wasn't a piece of paper that said you know how much you engage in professional development, maybe it wouldn't become a goal they set for themselves.

HOD 2 felt that teachers were held accountable because IQMS requires the Heads of Departments to sit in during lessons, observing the teacher and learners in action:

It is also for me to see what is happening in a class. I sit in lessons to see, because it's difficult to just walk past a class to see what is going on.

HOD 3 felt that accountability was one of the most important aspects of the IQMS:

Number one, accountability ... we take it seriously and are monitoring; they can't just come in and do what they want to.

The Heads of Departments perception of accountability aligns with the research completed by Rabichund (see section 3.5.1.2). He found that if the IQMS was implemented correctly, accountability would be generated.

5.2.2 NEGATIVE ASPECTS

The negatives of the IQMS perceived by the Heads of Departments included training, negative attitudes of teachers, the assessment rubric and window dressing.

5.2.2.1 IQMS Training

A key feature of an effective staff appraisal system is adequate, appropriate training (see section 3.2.1.3). An appraisal system lacking in adequate training is unlikely to be successful.

IQMS training was considered a negative aspect by all three Heads of Departments based on the fact that each HOD had a different experience with regards to training. They expressed their concern that the government was not consistent with the way in which training was implemented. The way they communicated with schools regarding training sessions was also not effective, School 1 and School 2 were not aware of the IQMS training sessions that had taken place at the end of previous years. According to HOD 3, scheduling training sessions at the end of the year, once the IQMS process has already been completed, is not appropriate. HOD 3 was of the opinion that these training sessions should be completed at the beginning of the year, before all the IQMS assessments had been scheduled.

HOD 1 received no formal training for IQMS and used the documentation provided by the school and her years of experience as part of a DSG, to help her with the assessment of her colleagues:

I can't think that I have had any formal training for the job, other than that I've got [the] Position of Head of Department and with it comes lots of experience.

HOD 2 received cascade training (see section 3.5.2.1). The principal of HOD 2's school went to the training and then passed on the information to the Heads of Departments of the school. However, the HOD did not think that this arrangement counted as formal training:

Mrs B went to them [Department of Education] and then she just quickly explained to us what was going on, but I was never officially trained.

HOD 3 received the most appraisal related training, since for the past few years she had been attending the end of year IQMS training. However, she expressed the view that the training for the last few years was redundant and that any documentation that was needed was available online:

Every year the Department get together and run a course for IQMS. It fills you in and informs you on how you must go about it. I go once a year to the workshop for a top up. It comes around in about November. A circular is sent to the headmaster. There hasn't been anything new in the last few years and you can find all of the forms online.

The Heads of Departments all had very different experiences with regard to IQMS training, even though their schools are situated in the same circuit, within the same District. This suggests that training is an issue in the East London region that needs to be addressed. In terms of CET the views of HOD 1 and HOD 2 revealed that competence and relatedness (with the Department of Education) suffered and as a result their intrinsic motivation was negatively affected.

5.2.2.2 Negative attitudes of teachers towards the IQMS

HOD 1 and 2 did not state that teachers had a negative attitude towards the appraisal lesson observation. HOD 3, however, expressed the idea that many teachers have a negative attitude towards the observation that forms part of the appraisal process. HOD 3, who has many years' experience, found that teachers feel threatened when they have to be observed:

I don't know one teacher that likes you coming into their class. They feel threatened, they are more comfortable teaching children than in front of an adult.

This finding aligns with Steyn and van Niekerk's (see section 3.5.2.4) conclusions that some teachers have a negative attitude towards the IQMS, which has a negative effect on the appraisal process as a whole. This negativity could result from teachers feeling that their professionalism is being attacked, that their supervisors are trying to intimidate them or that they are being punished. The teachers' feelings of competence would be affected negatively due to the perceived attack on their professionalism; the teachers would not feel a sense of relatedness if they perceive that their supervisors are punishing them or intimidating them and that the forced system as a whole impacts on autonomy. The perceptions which the teachers have with regard to IQMS, affect their feelings of competence, relatedness and autonomy negatively (see section 2.4), and therefore have a negative impact on intrinsic motivation. Similarly, in terms of CET, any form of evaluation is deemed as controlling (see section 2.4.5), such as the PM in the IQMS, and will have a negative effect on teachers' intrinsic motivation.

5.2.2.3 Assessment rubric

The assessment rubric was a negative aspect according to all of the Heads of Departments. They all agreed that the assessment rubric was not user friendly and needed to be redesigned. HOD 1 felt that the scale did not leave room for a teacher to improve once he/she reached a four in terms of the rubric scale:

Once you have given yourself a four, it looks like you can't do any better and it also looks like you think you're the greatest teacher, but in actual fact we all know that we can improve, but it is not the kind of scale that allows you to improve.

HOD 2 felt that it was difficult to distinguish between the different levels due to the wording of the various criteria and iterated her thoughts as follows:

Not mad about the rubric at all. Sometimes the wording is far-fetched [unclear]. It is difficult to decide if a teacher is a one, two, three or four because of this.

This is not the only study that has mentioned that the assessment tool is an issue (see section 3.5.2.6). A well-designed tool is an important aspect of effective teacher appraisal. The tool used for IQMS is clearly causing frustration among teachers. If appraisers cannot differentiate amongst the criteria, it is not possible for them to provide the teacher with a reliable assessment result. A lack of competence experienced by HOD appraisers in attempting to further good teaching by means of a controlling and inadequate instrument would have a negative impact on motivation.

5.2.2.4 Window dressing

The final negative aspect according to the Heads of Departments was window dressing. All three Heads of Departments found that when teachers knew upfront when their IQMS assessment was, they tended to window dress and not teach in the way they would every other day. Their performance for the assessment was therefore not a true reflection of their teaching ability. HOD 1 stated the following in this regard:

[W]ith a once off visit I think people window dress ... I think that that kind of system

[the IQMS] would encourage window dressing for a once off and then the rest of the year doesn't really matter.

HOD 2 described a scenario that sometimes occurred in her school as follows:

If you go into a class and you actually tell them you're coming in then there is a bit of window dressing. In the primary school the flash cards come out and the wall charts come out. It is definitely not the way they teach when you walk past.

HOD 3 had the same perception as HOD 2 with regards to IQMS in relation to window dressing. However, she felt that the window dressing decreases the longer the same HOD observes the lessons. This suggests that the better the relationship the HOD has with the teacher, which is formed over time, the less the chance that window dressing will occur:

They ... tend to window dress when you go in. I am not sure how to do it though, because they want to know beforehand when you are coming, but this is what leads to window dressing. I have, however, found that the window dressing happens less and less the more comfortable they get with the person who observes.

Information gained from the Heads of Departments suggests that any form of class observation, can lead to window dressing. However, the more comfortable a teacher feels with the appraiser, the less likely he/she will be to put on a show. This information supports the notion that the relationship between the appraiser and the appraisee is very important, since a good relationship will lead to a more honest performance from the teacher and consequently a realistic assessment result (see section 3.2.1.2).

5.2.3 IMPLEMENTATION OF IQMS BY HEADS OF DEPARTMENTS

All of the Heads of Departments in this study implemented the IQMS in the same way, using departmental guidelines. They all started with the self-assessment during the first term and then completed the performance appraisal sometime during the second half of the year. All three Heads of Departments used a democratic leadership style and believed that external and internal motivation of teachers played a role in the appraisal process.

5.2.3.1 Leadership style

All three Heads of Departments used the democratic approach to leadership when dealing with the IQMS. This leadership style tends to lend itself to the IQMS because of the pre- and post-discussion that need to take place. This requires a bilateral relationship of shared control (see section 3.2.1.2). The below quote from HOD 1 demonstrates how the democratic approach is used and how this approach impacts the IQMS process:

If we have decisions to make we tend to discuss what is best for the group. We look at the performance standard and we discuss it and then we ask why it works like that in your grade.

HOD 2 made the following statement regarding her leadership style:

I think the democratic one, where I listen to opinions and that's also when we do the appraisal ...

HOD 3 made the following comment regarding the leadership style that she preferred:

Not an autocrat ... there are times when I have to make autocratic decisions, but mostly democratic.

The use of democratic leadership has a positive effect on intrinsic motivation. Democratic leadership provides a foundation for autonomy, competence and relatedness in the CET (see section 2.6).

5.2.3.2 Motivation

All three Heads of Departments tried to motivate their teachers through the use of the democratic leadership style. They attempted making decisions regarding the appraisal that everyone in the group was happy with. HOD 1 stated the following in this regard:

[W]e tend to discuss in a group; if we have decisions to make we tend to discuss what is best for the group.

HOD 2 stated that the appraisal results are debated with the DSG and the appraisee during the post-discussion and that marks can be adjusted depending on the input from the DSG. In this regard HOD 2 commented:

[T]hey can argue it and say this is too low or too high ... because some teachers appraise them too much, others mark themselves too low ... then once they are happy, they sign.

HOD 3 used the democratic leadership style not only in her dealings with the IQMS, but in the general management of her team. She stated the following in this regard:

I listen to the phases needs. We discuss things and the majority rules. I will bring ideas forward, but try to make the teachers make the decision. With regard to the appraisal process, I am willing to listen during appraisal – if they can motivate why a mark should go up

This leadership style possibly motivated the teachers as they would feel a sense of autonomy due to the shared decision-making (see section 3.5.1.1) that is part of the democratic style. They would also feel a sense of relatedness due to the positive relationship this style promotes (see section 2.4.4). These are two of the three factors that are needed to promote intrinsic motivation (see section 2.2.1).

5.2.4 PURPOSE

It was shown in section 3.4.1 and 3.4.2 that the purpose of the IQMS according to the Department of Education is to develop teachers' teaching ability, to measure their performance and the performance of the school as a whole. According to the Heads of Departments interviewed in this study, the purpose of appraisal is to make teachers accountable, to help with teacher development and ultimately to improve the standard of teaching.

5.2.4.1 Accountability

In accordance with the perceptions of the Heads of Departments, accountability was acknowledged in the literature study as one of the positive aspects of the IQMS (see section 3.5.1.2 and section 5.2.1.2). Accountability was also identified as one of the purposes of the IQMS. Due to the PM programme in the IQMS (see section 3.4.2), teachers should be monitored on a regular basis and be held accountable for their performance. The accountability of regular monitoring for good performance could be linked to the external motivator of receiving a one percent increase if performance has improved since the previous year (see section 3.4.2).

However, HOD 3 expressed the view that, despite teachers being professionals, many of them feel threatened when someone comes into their class to assess their performance. The act of assessing them in terms the IQMS may therefore also be a demotivation to many teachers due to the feelings of vulnerability that it evokes. In this regard HOD 3 commented:

I don't know of one teacher that likes you coming into their class. They feel threatened; they are more comfortable teaching children than in front of an adult.

According to the CET any form of evaluation, in a controlling climate, can have a negative effect on intrinsic motivation (see section 2.4.5). Therefore it is highly probable that the PM, as an evaluation system, demotivates many teachers. In this light, the IQMS may hold teachers accountable, but at the cost of their intrinsic motivation.

5.2.4.2 Development

A second purpose of the IQMS is to develop teachers; this is accomplished through the DA programme (see section 3.4.1). Self-assessment that takes place at the beginning of the year provides teachers with the opportunity to set goals for the year. Providing teachers with the opportunity to set their own professional goals at the beginning of the year motivates some teachers to accomplish those set goals. A quote from HOD 1 in this regard read as follows:

I think it is important to go through this document, performance standards, once a year, and I think it is important to set a goal for yourself. Some of my teachers

are aware that they don't get much chance to do training and professional development and you don't always get opportunities, so they seek opportunities, and if there wasn't a piece of paper that said, 'you know how much you engage in professional development', maybe it wouldn't become a goal that they set from themselves.

Teachers can also gain professional development through the discussions that take place after the DA observation process. HOD 1 felt that the discussions lead to solutions for some of the professional weaknesses that were encountered during the observation:

I would discuss if they agree with it and we would say, 'This is an area that you need a bit of assistance with', and, 'How is that going to go forward, do you need help with that?' They know where their weaknesses are and they normally have a plan to work on that area, or we put a plan into place.

HOD 2 had the same perception with regard to development. She was of the opinion that because she could watch her teachers teach and then discuss her observations with them afterwards, she was able to help them develop their teaching skills. She stated the following in this regard:

I can actually see what is happening in a class ... and to help staff members if I pick up problems, then I can advise them and say rather do it this way or that way.

HOD 3 was also of the view that the appraisal process led to professional development due to suggestions provided by the appraiser. HOD 3 iterated her thoughts as follows:

*If you need to be built up that whoever is appraising you will give you suggestions.
If you are doing well then you are praised for it.*

The discussions that take place provide the appraised teacher with feedback regarding his/her teaching ability. This feedback, if constructive, can improve a teacher's feeling of competence (see section 2.4.1). It can also help develop positive relationships among teachers which would enhance relatedness (see section 2.4.3). This could ultimately improve intrinsic motivation if autonomy of teachers is present due to the democratic leadership style of the HOD (see section 2.6).

5.2.4.3 Maintain the standard of teaching

The final purpose of the IQMS, according to the three Heads of Departments, was to maintain the standard of teaching (see section 3.4.1). The view was shared that going through the IQMS documentation, individually and as a group, specifically the performance standards, would lead to goals being set for the year. Accountability and professional development should lead to a maintained, if not improved, standard of teaching. In this regard HOD 1 commented:

I think it [the purpose] is to maintain a standard of teaching and I think it can also improve; it can encourage self-improvement, because every time you look through the standards, which we do when we do our formal appraisal on each other for our records, we look through the standards and I feel it gives you areas that you can work towards.

HOD 2 was of the opinion that watching the lessons and providing input during the post-discussion would guide teachers and help them to maintain a good standard of teaching. HOD 2 stated the following in this regard:

I sit in lessons to see, because it's difficult to just walk past a class to see what is going on ... to help staff members if I pick up problems, then I can advise them and say rather do it this way or that way.

HOD 3 felt that a standard of teaching was maintained because teachers could not just do what they wanted as they were being monitored. HOD 3 stated the following in this regard:

Because we take it seriously and are monitoring, they can't just come in and do what they want to.

The perceptions of the Heads of Departments with regards to maintaining a standard of teaching aligns with the Department of Education's purpose of the IQMS of ultimately endeavouring to improve the standard of teaching (see section 3.4.1).

The Heads of Departments identified various objectives of the appraisal system which reiterated the purpose of the IQMS as viewed by the Department. However, even though the IQMS is able to generate accountability, encourage teachers to develop themselves further in education and can help maintain a standard of teaching, according to the Heads of Departments, it still has many obstacles that prevent it from achieving the purpose of measuring teacher competence accurately. A quote from HOD 1 in this regard read as follows:

I think it [the IQMS] is a system that a lot of people abuse, so possibly it is not fulfilling its purpose. The purpose is to assess a teacher's competence, I think there's probably many schools where teachers are suffering from poor training and poor circumstances and they are forced to fill it in incorrectly

HOD 2 reiterated the view held by HOD 1 that the system is flawed and that is why it is not achieving its purpose. HOD 2 stated this in the following regard:

They [rural schools] don't have the same technology that we have or the same facilities that we have, so I don't think so, not at all. They don't even have projectors or boards, they sit and write under the tree...

HOD 3 felt that even though the system does not achieve its purpose, there is no other alternative. In this regard HOD 3 stated:

We use it [the IQMS] because it is available.

5.3 IMPROVEMENTS

All of the Heads of Departments felt the need to improve upon the current appraisal system, the IQMS, instead of starting with a new one. HOD 1 stated the following in this regard:

It might be better to iron out [the IQMS], because teachers are very busy and to keep changing this [the IQMS] is frustrating. So possibly it can be ironed out or added to.

HOD 2 felt that an appraisal system needed to be in place, but that the IQMS was too complicated. She stated the following in this regard:

I don't really agree with the system. They must make it simpler.

HOD 3 was of the opinion that busy teachers do not have the time to implement a new system. HOD 3 iterated her thoughts as follows:

The system is the only one we have got. We don't really have time to come up with another one.

All Heads of Departments agreed that the rubric needed to be improved. They felt that it was the appraisal system's greatest weakness and was the reason for many teachers and Heads of Departments alike finding the IQMS an arduous task. The Heads of Departments perceived the rubric to be weak in three areas: the wording used to describe the meaning of each number in the scale, the scale itself, and the fact that the rubric was not flexible enough to be used in various contexts.

5.3.1 Unclear wording

All three Heads of Departments agreed that the way in which the rubric is worded is unclear. The wording used to describe each scale is very similar and it is therefore difficult for an HOD to decide which score to award a teacher. The following statement was made by HOD 3:

What is the difference between a one and a two and a three and a four? I just find the words contradict each other, so I don't agree with that. They must simplify the tool. Make it more user friendly, because at this stage it is very confusing.

Previous research (see section 3.5.2.6) did not attack the wording of the rubric, but rather the criteria that was used. The researcher did not find any other studies that supported the perceptions of the Heads of Departments with regards to unclear wording.

5.3.2 Scale

HOD 1 found that the scale was lacking. She expressed the feeling that the scale did not provide much room for improvement of teachers. Once a teacher reached a four, there was no further room for progress, even though in real life there is always room for improvement. HOD 1 made the following remark regarding the scale:

[O]nce you have given yourself a four it looks like you can't do any better and it also looks like you think you're the greatest teacher, but in actual fact we all know that we can improve, but it is not the kind of scale that allows you to improve.

5.3.3 Contextual factors

HOD 1 and HOD 2 both perceived the rubric to be inflexible in that it did not factor in contextual differences. They felt that rural schools were at an unfair disadvantage using the current rubric as the criteria did not cater for the poor training and lack of resources. HOD 3 did not mention contextual differences. Concerning contextual factors HOD 1 commented as follows:

I think there's probably many schools where teachers are suffering from poor training and poor circumstances and are forced to fill it in incorrectly.

HOD 2 was unsure as to how the rubric could be changed to suit the various contexts. However, she was adamant that the current rubric was not appropriate, stating:

I don't think they have the resources that we have, so they should change it [the rubric] a bit so it can fit the school, but then it is also not fair, because it is difficult. How are they going to do that?

According to the IQMS training manual the appraisal system and the rubric in the assessment process is flexible and can be used for schools in a variety of contexts (see section 3.4.1). However, previous research completed by Bisschoff and Mathye (see section 3.5.2.3) and the perceptions of the interviewed Heads of Departments tell a different story.

5.4. CONCLUSION

This chapter discussed the interview data that was analysed. The researcher presented themes and categories from the data. In this regard she discussed the perceptions concerning the theme of positive aspects of the IQMS in terms of external motivation, intrinsic motivation and accountability, while the theme of negative aspects was interrogated by means of a discussion on training, a negative attitude of teachers, the assessment rubric and window dressing. With regards to the theme of implementation of the IQMS by Heads of Departments, the categories of democratic leadership and motivation of their teams were focal points. In terms of the purpose of the IQMS as a theme, accountability, professional development and maintenance of a standard of teaching were scrutinized. Finally, the researcher revealed categories pertaining to the theme improvement in terms of the wording and the scale of the rubric, as well as contextual factors.

It was found that the IQMS was often not conducive to the realisation of the three key components of CET, namely autonomy, competence and relatedness.

The next chapter provides a summary of the study, conclusions and recommendations and also discusses the limitations of the study.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter summarises the preceding chapters of this dissertation of a limited scope and provides an overview of the study's key findings. Furthermore, a final conclusion and recommendations that originated from the data for improvement of the IQMS are highlighted and recommendations for further study are proposed. Finally, limitations of the study will be noted.

6.2 SUMMARY

The staff appraisal system used in South Africa, the IQMS, is an integrated system that consists of three previously used appraisal systems in South Africa, which have been combined to form one system. The system includes the *Performance Measurement*, which measures the performance of teachers through the use of an assessment rubric (see section 3.4.2); *Developmental Appraisal*, which was developed to appraise teachers to improve their professional development (see section 3.4.1) and *Whole School Evaluation*, which uses the results from the previous appraisals to measure the school's performance (see section 3.4.3).

Although research has been conducted on the appraisal system, the tendency to look at the perceptions of principals and teachers has been at the forefront (see section 1.1). This study, however, specifically focuses on the perceptions of the Heads of Departments since they are the education managers who conduct the appraisal process. The study focuses on the positive and negative aspects of the IQMS (see section 5.2.1; section 5.2.2), the implementation in selected quintile 5 schools, the perception of Heads of Departments with regard to the attainment of the purpose of the IQMS and the views on improving the IQMS as a whole (see section 5.2.4; section 5.3)

This study attempted to answer the following research questions:

- What are the positive and negative aspects of the current staff appraisal system?

- How is the IQMS implemented by Heads of Departments in the chosen schools?
- According to the perceptions of the Heads of Departments, does the IQMS achieve its purpose?
- How could the current staff appraisal system be improved?

The theoretical framework underpinning this study is that of CET. CET, as shown in section 2.4, suggests that external rewards, besides praise, undermine intrinsic motivation. It also assumes that competence, autonomy and relatedness all play an important role in intrinsic motivation. In terms of CET, a democratic leadership style is important as it provides for autonomy (see section 2.6). Applying CET to the IQMS suggests that due to the amount of external motivation that is used in the IQMS, intrinsic motivation of teachers is hampered (see section 2.4.5). It also suggests that due to the controlling and evaluative nature of PM, it too has a negative impact on teachers' intrinsic motivation (see section 2.4.5).

A qualitative approach was used, and a case study design was implemented (see section 4.2.1). A literature review was conducted to collect relevant data regarding the appraisal system used in South Africa. Relevant data collected for the literature review was later compared to the data collected at the schools selected for empirical research. Three quintile 5 schools were chosen, and one HOD from each school was selected by the principal to participate in the interviews.

The analysis of the data took place after having identified the research objectives as broad themes. The data was categorised and sub-categorised where deemed necessary, and aligned with the relevant themes (see section 5.2). Themes ranged from positive and negative aspects of the IQMS to its implementation in schools.

6.3 DISCUSSION OF FINDINGS

In this section the findings as well as the conclusions drawn from the themes that arose from the analysed data are presented.

6.3.1 POSITIVE ASPECTS

The Heads of Departments held the opinion that the one percent increase for a good PM score was a positive aspect of the IQMS (see section 5.2.1). As mentioned in section 3.4.2 teachers need to obtain a certain number of points, depending on their post level, in order to receive the one percent increase. A second positive aspect identified in this study is the goal setting at the beginning of the year. After teachers assess themselves using the assessment tool they are able to set goals for themselves to accomplish during the course of the year. Setting goals and accomplishing them provides teachers with an opportunity to be internally motivated, to feel a sense of autonomy for choosing the goal and a sense of competence once the goal has been accomplished (see section 5.2.1.1.2). These positive aspects were not mentioned in any of the literature review material read by the researcher.

Another positive aspect of the IQMS identified by the Heads of Departments was that teachers are held accountable in all extra-curricular areas of school because they are monitored regularly (see section 5.2.4.1). Similarly, as shown in section 3.5.1, Rabichund's investigation into the IQMS revealed that if the appraisal system is used correctly, accountability is achieved.

Shared decision-making in determining what is best for learners and teachers was mentioned as a positive aspect by Rabichund (see section 3.5.1.1). In this research shared-decision making was mentioned in terms of the democratic leadership approach that the Heads of Departments applied and the open discussions with appraisees that took place with regard to the IQMS appraisal. It can be deduced that the Heads of Departments prefer the shared decision-making, and that they considered it a positive aspect (see section 5.2.3.1).

The Heads of Departments all felt that the IQMS had its merits. Nevertheless, they also held the view that it had many pitfalls. These are discussed below.

6.3.2 NEGATIVE ASPECTS

The data revealed erratic training, negative attitude of teachers, an inadequate assessment rubric and the potential of window dressing as negative aspects to the IQMS (see section 5.2.2).

6.3.2.1 IQMS Training

Insufficient training, a negative aspect of the IQMS that was uncovered in the literature (see section 3.5.2.1), was also revealed in this study (see section 5.2.2.1). All three Heads of Departments were teaching when initial IQMS training took place. However, their training experiences differed vastly. Only HOD 3 attended the initial cascade training. HOD 2's principal attended the initial IQMS training and passed the information on to the rest of the staff. HOD 2 did not consider this to be official training (see section 5.2.2.1).

HOD 3 attends a top up training session that takes place at the end of every year. However, the date, time and venue of this IQMS meeting is not communicated to all schools since the other Heads of Departments were not made aware of it. HOD 1 has not received any official training, but rather learnt through experience gained through her years of being part of the process (see section 5.2.2.1).

Training is a very important aspect as proper training can build competence and therefore foster intrinsic motivation (see section 2.4.1). However, sub-standard training would have a negative impact on intrinsic motivation since all the necessary skills that are required to complete the assessment task efficiently would not have been mastered. With regard to the IQMS, it could be said that if principals have not been trained properly, they would not have the ability to train their staff successfully, with the result that principals would feel incompetent when it comes to executing the IQMS appraisals. The same would apply to a teacher who has undergone no training, in terms of his/her IQMS assessment training. Furthermore, an incompetent appraiser would, in all probability, serve as a de-motivator.

6.3.2.2 Negative attitude of teachers

The second negative aspect that was uncovered is the negative attitude of teachers towards observation. This was largely due to the lack of a well-designed rubric (see section 5.3.1) and issues pertaining to lesson observations. The Heads of the Departments held the view that the teachers did not enjoy being watched as they taught since it made them feel threatened (see section 5.2.2.2). Relating this to CET, competence, one of the three factors that is thought to improve intrinsic motivation (see section 2.4.1), is severely compromised

when evaluations take place, as seems to be the case when applying CET to the IQMS performance appraisals (see section 5.2.2.2). Teachers' dread and uneasiness of being observed, reported by HOD 3, would result in demotivation which could possibly be attributed to the teachers' view that management observes them constantly as they not believe that the teachers are competent enough.

6.3.2.3 Inadequate assessment rubric

The assessment rubric was found to be lacking by all three Heads of Departments. They felt that the wording and levels were not clear which made it difficult for Heads of Departments and teachers alike to appraise colleagues aptly. The scale or levels used made it problematic for teachers who received a four since it meant that they could not go any higher; they had therefore reached their full potential and there was no need for any further development. However, the Heads of Departments unanimously held the view that there is always room for improvement for teachers and that the appraisal tool should therefore allow for it. Secondly, the Heads of Departments felt that the wording used for the rubric was confusing in that it did not appropriately define each number in the scale. According to them there was little difference between a one and a two, or a three and a four (see section 5.2.2.3).

6.3.2.4 Potential window dressing

The final negative aspect concerning the IQMS revealed by Heads of Departments was the potential for window dressing. According to the Heads of Departments, some of the teachers change the manner in which they teach during observation. The interesting perception that came to light in terms of window dressing is that the longer the HOD has known a teacher, the less likely window dressing would occur. This could be due to the close relationships between teachers and assessors that have been established, which relates to relatedness. The more people feel they belong, the more likely they are to internalize the goals and values of the group with which they have formed a connection with (see section 2.4.3). Due to the fact that the teachers knew the HOD appraiser very well and had formed a bond with him/her over the years, the window dressing was less likely to occur since they felt more comfortable and had internalized the goals and values of the HOD and, by implication, the school's goals and values (see section 5.2.2.4).

6.3.3 IMPLEMENTATION BY HEADS OF DEPARTMENT

The implementation of the IQMS by the Heads of Department relates to the leadership style and various forms of motivation used in the implementation process.

6.3.3.1 Leadership style

All of the Heads of Departments used the democratic leadership approach to implement the IQMS. They worked together, created DSGs and discussed the performance standards before and after lesson observations took place. The Heads of Departments allowed the teachers to challenge the assessment levels they were given as long as they could substantiate why they should have received a higher mark. This approach supports the CET as it allows for a high degree of teacher-autonomy. Democratic leadership allows for informational inputs instead of controlling, or amotivating inputs (see section 2.4.1). The climate that is established through the sharing of information in a non-threatening environment allows teachers to feel a sense of autonomy, competence and relatedness which would lead to increased intrinsic motivation (see section 5.2.3.1).

6.3.3.2 Motivation

According to the Heads of Departments, the *Performance Measurement* (PM) is the section of the appraisal system that teachers are reluctant to complete (see section 5.2.2.2). The PM part of the appraisal is a judgmental assessment that focuses on teachers' weaknesses (see section 3.4.2); it is this type of assessment, as shown in terms of Deci and Ryan's view (see section 2.4) that has the potential to harm teachers' intrinsic motivation.

Whole School Evaluation (WSE) was not specifically mentioned by the Heads of Departments. WSE is based on the *Performance Measurement* (PM) and the *Developmental Appraisal* (DA), it provides an overall picture of all of the teachers and it is not based on individuals and therefore irrelevant when it comes to the CET (see section 3.4.3). However, DA, which focuses on teachers' strengths and provides teachers with suggestions on how they can improve their practice (see section 3.4.2), as well as PM, which focuses on the weaknesses, take place simultaneously since they are based on one lesson observation. Combining the two appraisals could have a negative impact on teacher's intrinsic motivation

in terms of Deci and Ryan's CET (see section 2.4.5) since evaluation is a controlling mechanism and diminishes the sense of autonomy. Therefore, completing DA and PM at the same time could be detrimental to certain teachers who may otherwise have been intrinsically motivated to learn more and improve their craft (see section 2.4.5).

The Heads of Departments noted that there are two types of teachers, namely those that are self-motivated and those that need some form of external motivation. The Heads of Departments viewed the one percent increase, which is a form of extrinsic motivation, as a positive aspect of the IQMS (see section 5.2.1.1). This is contrary to the information discussed in the literature study (see section 2.4.5) It was also however stated that only some teachers need extrinsic rewards to motivate them as they were not intrinsically motivated, and according to the literature (see section 2.4.5) people eventually become reliant on external rewards in order to continue with the specified action. These teachers are not intrinsically motivated to complete the appraisal process and some form of reward is therefore needed. However, more research regarding this topic would need to be undertaken in order to obtain a definitive answer.

The fact that intrinsic motivation was compromised when lesson observation for PM took place (see section 5.2.2.2) could be attributed to teachers' feeling of being threatened, which diminished their confidence and their feelings of competence. The fact that many teachers felt the need to window dress proves this point (see section 6.3.2.4). Viewed separately, the other components of appraisal need not affect teachers' intrinsic motivation negatively. In fact, self-assessment, when done correctly, helps teachers to set and achieve goals during the course of the year. Choosing goals to work towards provides teachers with a sense of autonomy, while achieving goals provides teachers with a sense of accomplishment and makes them feel competent (see section 5.2.1.1.2). Competence and autonomy helps to establish intrinsic motivation. The post-discussions allowed teachers the opportunity to discuss their strengths and weaknesses and provided the teachers with a sense of relatedness (see section 5.2.4.2). This could have been due to the Heads of Departments' democratic leadership style (see section 6.3.3.1). Teachers found themselves in an environment where they were allowed the freedom to discuss their development and assessment results, which provided a degree of autonomy. From the interviews it seemed that teachers have a good relationship with their Head of Department (see section 5.2.4.2), an aspect which would allow relatedness to contribute to the teachers' intrinsic motivation.

Due to the fact that only Heads of Departments with democratic leadership styles were interviewed, it is not clear as to what would happen to intrinsic motivation of teachers in an autocratic environment where they had no autonomy, and where their competence was undermined. The researcher holds the view that the leadership style used by the three Heads of Departments could have had a positive impact on the teachers' intrinsic motivation. However, since the *Performance Measurement* and *Developmental Appraisal* lessons observations take place simultaneously, autonomy is compromised, negatively impacting on teachers' intrinsic motivation to learn and improve their teaching.

6.3.4 PURPOSE

In order to determine if the IQMS is achieving its purpose, it was first necessary to define the nature of its purpose. According to the IQMS training manual (see section 3.4) the purpose of the IQMS is to determine teachers' and schools' weaknesses in order to assist with growth and support, to create a system of accountability and to assess the performance of teachers and the school as a whole. The Heads of Departments' perceptions of the purpose of IQMS was very similar to that of the Department of Education, namely to make teachers and schools accountable, to develop teachers' professional skills and to maintain a satisfactory teaching standard (see section 5.2.4).

6.3.4.1 Accountability

The HODs all felt that the purpose of staff appraisal was accountability. This is in line with the Heads of Department's rationale for implementing its staff appraisal, namely IQMS. Accountability is generated by the monitoring of teachers' lessons, plans and files (see section 5.2.4.1). According to the data the IQMS fulfilled its purpose of accountability, but accountability impacted negatively on teachers' perceptions of the IQMS (see section 5.2.2.2 and section 6.3.3.2).

6.3.4.2 Development

According to the ELRC (see section 3.3.2) one of the purposes for the IQMS is to develop teachers' professional skills. This component is completed by means of the DA programme. According to the perceptions of the Heads of Departments, the IQMS fulfils its purpose since

teachers use the self-assessment rubric at the beginning of the year to determine goals for themselves which they attempt to achieve during the course of the year (see section 5.2.4.2).

Autonomy, in terms of development, is provided in a limited capacity in the DA programme (see section 5.2.4.2). Although teachers did not have a choice in taking part in the appraisal, they did have a choice with regard to the goals they selected to pursue due to the Heads of Departments' preferred leadership style (see section 6.3.3.1).

In the selected schools teacher development takes place through the use of democratic leadership (see section 5.2.3.1). This means that consensus is sought through discussion and positive relationships are consequently established. This leads to a sense of relatedness.

Considering the data obtained from the Heads of Departments regarding the DA component of the IQMS, the researcher is of the opinion that if the DA is used correctly, it accomplishes its purpose.

6.3.4.3 Establish and maintain the standard of teaching

According to the perceptions of the Heads of Departments, the ultimate purpose of the IQMS is to establish and maintain a certain standard of teaching (see section 5.2.4.3). According to them the DA provides teachers with the opportunity to determine where their weaknesses and strengths are in order for the teachers to use that information and attend courses to better themselves. The fact that teachers have a DSG to help them develop their skills certainly plays a part in maintaining the standard of teaching. Being part of a DSG also provides teachers with the opportunity to watch their fellow practitioners in practise and to learn from them.

Due to the dual nature of the IQMS, DA is not the only component that needs to be discussed with regard to establishing and maintaining a standard of teaching. As mentioned, PM is also a part of the IQMS and is used to assess a teacher's competence. The data from the interviews indicate that it is this part of the appraisal that has a negative impact on teachers' intrinsic motivation, due to a variety of factors. The rubric is unclear and biased; appraisers are therefore not able to provide the appraisees with an accurate assessment. Insufficient training and knowledge of the IQMS and forced lesson observations has left teachers with a

negative attitude towards the system and they are therefore reluctant to take part in the appraisal process (see section 5.2.4.3). Considering all of the above, the researcher is of the opinion that the PM component of the IQMS is not achieving its purpose.

6.3.5 IMPROVEMENTS

The foremost area in need of development that was brought to the attention of the researcher by the Heads of Departments concerns the rubric. As stated in section 5.3.1, the wording of the rubric confused teachers and constitutes a significant reason why Heads of Departments are demotivated to complete the appraisal process.

The Heads of Departments believed that appraisal is necessary and that even though IQMS has many negative aspects, developing an entire new appraisal system for teachers would not be the best option. They held the view that fixing the weaknesses of the system would be a better way of moving forward. They relayed that teachers become frustrated when systems change continuously (see section 5.3).

6.4 CONCLUSION

In conclusion, it can be said that the appraisal system for teachers, namely the IQMS, in terms of the selected participants is implemented according to the procedure laid down in the training manual. It showed positive aspects that aligned with previous research, namely shared decision-making and accountability. Decision-making was made possible through democratic leadership which allowed the realisation of the three cornerstones of CET, namely competence, autonomy and relatedness. Both intrinsic and extrinsic motivation was present during the implementation process. The DA made provision for intrinsic motivation, whilst the controlling nature of the PM component of the IQMS negatively affected teachers' intrinsic motivation. The use of the one percent increase was considered a significant external motivator.

6.5 RECOMMENDATIONS

The IQMS is an appraisal system in need of improvement in two areas, namely PM and the assessment rubric.

The two components of the IQMS, the *Performance Measurement* and *Developmental Appraisal* need to be separated to prevent the appraisal process from negatively impacting on teachers' intrinsic motivation and consequently their development as teachers. This research suggests that the *Performance Measurement*, in terms of classroom observation and the assessment rubric, negatively effects teachers' intrinsic motivation. Besides the self-assessment for new teachers that takes place at the beginning of the year, the *Developmental Appraisal* takes place at the same time as the *Performance Measurement*, namely towards the end of the year. If *Performance Measurement* is considered in a negative light, and *Developmental Appraisal* happens at the same time, the impact of both concurrently would be harmful to teachers' intrinsic motivation. Although *Performance Measurement* is a necessary part of appraisal, it should not taint the intrinsic motivation that teachers have for learning and developing their craft. Having a lesson observation separate from the *Developmental Appraisal* may take up more time, but it would make teachers feel more relaxed and confident during the developmental part of the appraisal process, consequently lowering levels of vulnerability. The *Developmental Appraisal* would need to take place at the beginning of the year in order for teachers to have the opportunity to attend courses and workshops related to the outcome of the appraisal. The *Performance Measurement* could take place near the end of the year in a three year cycle; this timeline would ease the time constraints.

It is recommended that the rubric used for appraisal be revisited and that the standards be changed to make the criteria distinguishable from one another. It would be beneficial if the scale went higher than 4, so that teachers could always strive for improvement. Using a one to seven scale rating, similar to the one they are now using for learners in schools, should be considered. Criteria should be different for different phases and quintiles in education, in other words, Foundation Phase teachers should have criteria that are relevant to their phase, while Intermediate Phase teachers should have criteria relevant to their level of teaching.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

The following is recommended for full dissertation studies by the researcher:

- A comprehensive comparison of the views of the Heads of Departments and teachers to ascertain whether they share the same perceived benefits and challenges in terms of the IQMS.
- A comparison of the views of Heads of Departments from different quintile schools with regard to the implementation of the IQMS.
- A comparison of Heads of Departments that use an autocratic approach with those that use a democratic approach to determine the differences in intrinsic motivation of the teachers they appraise.

6.7 LIMITATIONS OF STUDY

The following limitations were noted by the researcher:

- The three schools selected for this research were quintile 5 schools in the East London district of the Eastern Cape Province. Since the Eastern Cape is a large area, with many schools, research on the same topic in other districts, and quintiles may reveal insightful findings.
- Heads of Departments were the only participants interviewed during the research process to enable the researcher to conduct research within the ambit of a dissertation of a limited scope. The findings would have been more comprehensive if it had included teachers serving under the Heads of Departments.
- The fact that all three Heads of Department applied the democratic leadership style limited the research as the findings could not be compared with Heads of Departments that applied an autocratic leadership style.

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Appendix A: A letter to the principals

PO Box 2025
Beacon Bay
5205
September 2015

THE PRINCIPAL

Primary School

Beacon Bay

East London

5201

Dear Principal

A REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby request permission to conduct an interview during the third term, with one of your HOD's that takes on the appraisal role in the IQMS. I am currently registered at the University of South Africa and am completing my master's in Education Management, under the supervision of Prof. AE Van Zyl. The data collected through the interview will be used in my dissertation titled: *Perceptions of the appraisal system for teachers held by Heads of Departments at selected primary schools in the East London region, Eastern Cape Province.*

The interview will take approximately 45 minutes and the date and time will be negotiated with the selected participant. Please send a reply e-mail to the address below stating the best way for me to contact the HOD that is interested in taking part in the interview process. (juliadianenass@gmail.com)

Thank you for your assistance.

Kind Regards

JD Nass

Appendix B: A letter to the Eastern Cape Department of Education

PO Box 2025

Beacon Bay

East London

5205

22 July 2015

Att. THE HOD

Department of Education

MDANTSANE

5219

Dear Head of Department

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

I am a registered student at the University of South Africa and am in the process of obtaining a master's degree, under the supervision of Professor AE Van Zyl. The title of the dissertation is: *Perceptions of the appraisal system for teachers held by Heads of Departments at selected primary schools in the East London region, Eastern Cape Province.*

I kindly request permission to conduct research during the third term of the 2015 academic year in selected schools in the East London District. The research will not hamper the learning process in any way as interviews will be held outside of school hours. I am looking forward to your reply.

Kind Regards

JD Nass

Appendix C: Informed consent form

PO Box 2025
Beacon Bay
East London
5201
September 2015

Researcher: Mrs J.D. Nass

Cell phone: 0722176909

Work: 043 737 4258

Dear Head of Department

I want to thank you for agreeing to participate in this study which will take place during the third term of 2015. The title of the study is: ***Perceptions of the appraisal system for teachers held by Heads of Departments at selected primary schools in the East London region, Eastern Cape Province.*** This form summaries the purpose of the study and describes your involvement and rights as a participant. The purpose of the study is to:

Determine Heads of Departments' perceptions of the current staff appraisal system by looking at the positive and negative aspects of the current staff appraisal system, finding out how IQMS is implemented by Heads of Departments, determining if the IQMS is achieving its purpose and if any improvements can be made.

The data will be collected through individual interviews. Three teachers will be interviewed in total, one from each selected school. These teachers must be Heads of Departments and have an appraisal role in the IQMS. The interviews will take about forty five minutes to complete and will be at a time and venue of the participants choice. Interviews will be audio-recorded if permitted by the participant.

You are encouraged to ask questions during the interview if there is anything that needs clarification. You are free to contact me on the above mentioned numbers if you have any concerns. The final report will be available to you, should you request it.

The following ethical measures will be adhered to:

- 1) A code name of your choice will be used in the study

- 2) The location of the school and specific features will be disguised
- 3) No participant will be forced to participate in the study
- 4) An audio-recording device will be used only if participants are comfortable with it

I have read the information presented in the consent form about the study on: *Perceptions of the appraisal system for teachers held by Heads of Departments at selected primary schools in the East London region, Eastern Cape Province*. I am aware that the interview may be audio recorded at my discretion to ensure correct recording of my answers. With full knowledge of the above, I agree, of my own accord, to participate in this study.

Participant name: (print)

Participant signature:

Researcher name: Mrs Julia Diane Nass

Researcher signature:

Date: :

Appendix D: Interview schedule for HODs

Dear Head of Department

I want to thank you for agreeing to participate in this study. The purpose of this interview is to obtain detailed information about your perceptions of the current staff appraisal system used at your school. I am looking at your perceptions specifically from a manager's point of view.

As stated in the consent form you signed, your anonymity and confidentiality will be upheld throughout the research process, so please feel free to answer with utmost honesty.

The audio recorder will be used during the interview to make sure that all facts are recorded correctly. Please feel free to ask questions if you need clarification.

Do you agree or disagree to take part in an audio recorded interview?

Before we start, please take note of the following:

- You can ask me to repeat or rephrase a question.
- There are no right or wrong answers, just your perceptions.

Questions:

1. Can you describe the current staff appraisal system used in your school?
2. What do you think is the purpose of staff appraisal?
3. What training did you undergo to become an appraiser?
4. How many teachers do you need to appraise during the course of the year?
5. How often to do you appraise each teacher?
6. Who else appraises the teachers?
7. Can you describe the typical appraisal process of a teacher in your school?
8. What leadership style do you use? How does your leadership style impact the appraisal process?
9. In your opinion, what role does motivation play in the appraisal process?
10. In your opinion, what are the positive aspects of IQMS?

11. What are the negative aspects of IQMS?
12. What is your opinion of the tool (rubric) used to complete the appraisal?
13. Do you feel that the IQMS is fulfilling its purpose of staff appraisal? Why?
14. Do you have any suggestions for improvement for the IQMS?

Appendix E: Ethical Clearance Certificate

UNISA

COLLEGE OF EDUCATION

2015-09-23

Office of the Executive Dean

Ref # 2015/09/16/43570925/29/MC

Student #: Mrs JD Nass

Student Number #: 43570925

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

16 September 2015

Dear Mrs Nass

Decision: Ethics Approval

Researcher

Mrs JD Nass

Tel: +2772 2176909

juiadianenass@gmail.com

Proposal: Perceptions of the appraisal system for teachers held by Head of Departments at selected primary schools in East London region, Eastern Cape Province.

Qualification: M Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for 2 years.


For full approval: The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 16 September 2015.

The proposed research may now commence with the proviso that:

1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

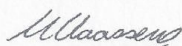


University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Note:

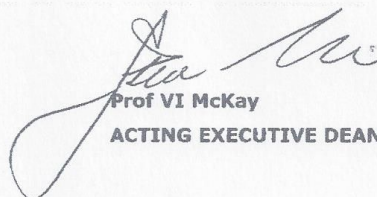
The reference number **2015/09/16/43570925/29/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,

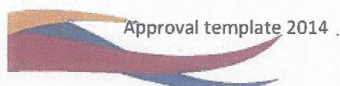


Dr M Claassens

CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof VI McKay
ACTING EXECUTIVE DEAN



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To whom it may concern

CONFIRMATION OF EDITING

I, Mr Nolan Krull, hereby confirm that Ms Julia Nass submitted her dissertation to me for proofreading and editing, which included sentence structure, spelling, punctuation and general grammar.

Please do not hesitate to contact me for further information:
nolankrull@gmail.com

Yours sincerely

A handwritten signature in black ink, appearing to read 'N. Krull', with a stylized, cursive script.

Mr N. Krull